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ABSTRACT

This document addresses itself to the securing of funds necessary to maintain or fund law-related education projects. Drawing on the expertise of project directors who have been successful in securing funds, this document was put together as a guide to the funding process. Essays provide guidance to locating funding sources, writing proposals, developing community support, organizing public relations programs, and institutionalizing law-related education projects. In addition, the document includes a brief bibliography of books and articles which provide further information on various aspects of funding, as well as the addresses of a number of private and public organizations which can provide information on the various sources of funding. (Author/JR)

Working Notes No. 7

THE $$ GAME

A Guidebook on the Funding of Law-Related Educational Programs

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Charles White

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ABA Special Committee on Youth Education for Citizenship

THE $$ GAME

A Guidebook on the Funding of Law-Related Educational Programs

Working Notes No. 7

Editor
Charles J. White, III
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ABA Special Committee on Youth Education for Citizenship

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The law pervades the daily lives of all of us. Every consumer purchase, lease, divorce, petty crime or traffic violation brings the citizen into contact with the law. In a larger sense, law is the means by which our society is bound together; it serves as the foundation of our political, economic, and social systems. Yet our schools have not provided students with comprehensive and rigorous courses in the law and the legal process. It has been said that teaching social studies without law is like trying to teach vertebrate anatomy without the backbone. We believe that the study of law can enrich the study of history, political science, economics, literature, and many other subjects in the elementary and secondary curriculum. Law-related education can also help students develop analytical skills and the capacity for clear thinking which is so essential in our modern, complex society.

The Special Committee on Youth Education for Citizenship (YEFC) helps communities throughout the country to create and improve law-related education programs. We do not, however, have a proprietary interest in any curriculum materials, teacher-training institutes or project models. Our function is entirely facilitative. YEFC stimulates and coordinates projects in this field and serves as a national clearinghouse of information. In addition, members of YEFC's staff spend a portion of their time in the field, consulting with members of the organized bar, educators, and law enforcement officials who seek to develop programs.

Our *Working Notes* series provides practical information on means of beginning, improving, and sustaining programs. In addition to this issue, we have published *Reflections on Law-Related Education* (a collection of articles on the rationale and objectives of law-related education); *Help! What To Do, Where To Go?* (descriptions of project models, teacher-training programs, and the role of bar associations); the *Directory of Law-Related Educational Activities* (descriptions of more than 250 projects); and the *Bibliography of Law-Related Curriculum Materials: Annotated* (a compilation of over 500 books and pamphlets). *Media: An Annotated Catalogue of Law-Related Audio-Visual Materials* will be published shortly.

Please write us for information about these publications and other YEFC activities and services.

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Introduction

All law-related education projects, from the smallest to the largest, are inevitably concerned with the problem of securing the funds necessary to operate effective programs. The problem is particularly acute for projects in the early stages, before their programs are integrated into the regular school program. The process of fund-raising is likely to occupy a good deal of the time of project administrators and is very often arduous and frustrating.

We know of no magical cure for this malady, no panacea that will replace headaches with funds. However, most projects somehow find at least the minimal funds necessary to begin and develop. We believe that a sharing of their experiences can be helpful to others facing similar problems and that is the purpose of this guidebook.

We have tried to draw on the expertise of project directors who have been successful in securing funds, and to put together a guide to the funding process. We have included essays designed to provide guidance to finding funding sources, writing proposals, developing community support, organizing public relations programs, and finally, institutionalizing law-related education projects (i.e., seeing that they are included in the regular program budget of a school system or other institution). In addition, we have compiled a brief bibliography of books and articles which provide further information on various aspects of funding, as well as the addresses of a number of private and public organizations which can provide information as to various sources of funding.

The entire YEFC staff contributed to this issue of *Working Notes*. Charles White served as editor. He worked with contributors as they prepared articles, edited copy, and supervised the graphic design and printing of the book. Norman Gross and Susan Davison were particularly helpful in contributing to the planning of this issue. Earnestine Murphy, Sydney Unnerstall, and Jane Koprowski typed many of the articles appearing in the issue, keeping patience and good cheer even when they had to type several drafts of some articles.

Joel Henning was Staff Director of YEFC while this issue was conceived and carried out. He helped plan the booklet, co-authored one of the articles, read all copy and suggested many useful revisions. Joel brought the same energy, care and commitment to all of our undertakings. As this issue was going to press, Joel was named head of the ABA's new Division of Professional Education. As Division Director, he will have the principal responsibility for developing programs designed to meet the ABA's increased efforts to provide leadership in the field of professional legal education. I am sure that all who have worked with Joel join me in wishing him well in his new position. We are pleased that Norman Gross, an educator and lawyer who has served as Assistant Staff Director from the inception of the project, will be YEFC's new Staff Director. Norm is thoroughly familiar with YEFC's activities and with the substance and pedagogy of law-related education. I am certain that under his direction YEFC's programs will go forward with the same determination and vigor.

Because the field of law-related education is growing rapidly, and because the priorities of funding sources change frequently, YEFC contemplates publishing supplements and revisions of this issue. We would very much like to hear from those of you who have had useful experience with the funding process or have interesting ideas about funding strategies. Your assistance will help make the next issue as helpful and complete a picture as possible of this important field.

Justin A. Stanley, Chairman
Special Committee on Youth
Education for Citizenship

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Planning
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Choosing a Funding Source and Developing a Funding Strategy

Charles J. White, III

In this article I have attempted to provide some basic information which you will need to seek funds for law-related education projects from foundations, government agencies and corporations. A discussion of alternative sources of funds, such as benefits and community fund raising, can be found in "Raising Funds from the Local Community for Law-Related Educational Projects" (p. 39). Long-term funding by a school system is dealt with in "Support from Within the School System" (p. 55).

This article is concerned with "operational" rather than research funding. We include no information on agencies (such as the National Institute of Education) which are exclusively concerned with funding educational research. The funding sources discussed would, we believe, be interested in supporting law-related educational programs in elementary or secondary schools.

We have tried to indicate a number of possible funding sources, but our discussion is, necessarily, general. We recommend that you get in touch with other law-related education projects in your geographical area, or projects which may be similar to yours in size and program, to learn of specific experiences with various funding sources and strategies for securing funding. You may locate such projects through the revised *Directory of Law-Related Educational Activities* (*Working Notes* #6). Copies are available from the Special Committee on Youth Education for Citizenship, 1155 East 60th Street, Chicago, Illinois 60637. The *Directory* indicates the goals, activities, size, sponsorship, and funding of over 250 law-related citizenship education projects. Projects are grouped by state, and cross-referenced by bar association involvement. Through this *Directory* you should be able to get in touch with a number of projects like your own which have had experience in fund-raising.

SOURCES FOR SMALL GRANTS

A number of small grants ($10,000 or less) can be combined to meet your operating budget. Raising funds from several sources is time-consuming and requires much effort, but it may provide considerable benefits. Each agency, organization, or foundation which supports a portion of your program is endorsing your efforts, and each of these testimonials is most useful to your subsequent fund-raising efforts. Developing several funding sources also makes you less dependent on any single source, enabling your project to continue even when some sources withdraw their support.

Public Funds

1. Educational Authorities (Local)

The school system itself is one of the best sources of seed money or support for beginning projects. Many law-related projects have received start-up help from local school systems. This support may take the form of monetary grants, or the provision of office space, clerical help and other services which lower the out-of-pocket expenses of a project and preserve cash for other purposes.

Budgetary practices differ widely from district to district, of course, and each project will want to determine for itself the best means of exploring fund-raising possibilities in its district. Here are a few general tips. If a project is to start in a small number of schools, the principals of these schools and the chairmen of the social studies departments may be able to help in determining funding strategy. Many law-related projects may wish to consult with the system's social studies supervisor to determine program and explore funding possibilities. In some districts, an office of planning and development may be able to help in program planning and fund-raising. In all districts, the superintendent of schools is deeply involved in the budget-making process, and he or members of his staff should be able to provide guidance.

If your project is designed to reach a specific group of students—for example, students whose principal language is not English, minority group students, mentally or physically handicapped students—special funds may be available from the school system, the state, or the federal government.

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2. Educational Authorities (State)

The states differ widely in the amount of support (if any) they will grant to incipient projects, and in procedures for initiating requests for such funds. Law-related projects such as New Jersey's Institute for Political/Legal Education (see "Grantsmanship and Institutionalization," p. 51) were aided in their early years by small grants from state authorities. If your school system has an office of planning or development, it may be able to steer you to the appropriate office in your state department of education. Check with school administrators and teachers for their experiences in securing small grants from the state. Write the state department of education requesting information as to availability of funds, guidelines, application forms (or application procedures), and deadlines. Find out which department administers such programs, and meet with the appropriate administrator to determine which grants your project may qualify for.

3. Law Enforcement and Local Government Agencies

The Law Enforcement Assistance Administration (LEAA) was established in 1968 under the Safe Streets and Crime Control Act to help reduce crime across the nation. It has been an important source of funds for law-related education projects, because many people believe that there is a correlation between long-term reduction in crime and delinquency statistics and effective law-related civic education. Because many LEAA grants have been large, however, we will discuss LEAA in the next section, but small and/or beginning projects should consider seriously the possibility of applying to an LEAA state planning agency. Each state has such an agency.

Many law-related projects have achieved excellent cooperation from law enforcement agencies and units of local government. They have successfully used persons from these agencies in the classroom, and have visited their facilities on field trips. Many of these agencies have also made financial contributions. The *Directory of Law-Related Educational Activities* indicates that support has come from police and sheriffs departments, from district attorneys and attorneys general, and from juvenile courts and probation departments. Other projects have received funding from local and county governing units.

A good first step is to contact projects near you for their advice on securing various forms of cooperation and funding from law enforcement and local government agencies. The public relations or community relations department of an agency may be a useful point at which to establish contact, but you are proposing something rather new to such agencies, and contact at the highest levels is advantageous. Your initial discussions should explore the agency's contribution to the planning and implementing of your project as well as possible funding help. The agency which has worked with you throughout your planning process will be familiar with your project and feel that it has a stake in it. In these circumstances, your chances of funding are greatly improved.

Private Funds

1. Lawyers' Groups and Law Schools

The *Directory of Law-Related Educational Activities* indicates that many projects around the country have received financial contributions from an assortment of lawyers' organizations. These include local and state bar associations, the Lawyers' Committee for Civil Rights Under Law, and local and state Lawyers' Wives organizations. In addition, a few law schools have assisted law-related citizenship education projects.

Your local or state bar association will be a good place to begin. The ABA Special Committee on Youth Education for Citizenship can put you in touch with your state or local bar association. Or you can approach the bar association directly. Get in touch with the chairman of the youth education committee, if there is one, or with the president or executive director. As with law enforcement agencies and units of local government, it is a good idea to explore with appropriate bar association officials and interested members the full range of services their organization can provide. Larger bar associations often have an affiliated foundation. Many small bar associations do not have substantial budgets and will not be able to help with a direct grant. However, they may be very helpful in seeking funds elsewhere.

Lawyers can assist projects in many ways—see "The Role of Bar Associations," pp. 30-32 of *Working Notes #4, Help! What To Do, Where To Go?*—and should be very much involved in planning and implementing projects. A bar association will be much more willing to allocate funds to a project whose program it has helped develop and with whose personnel it is familiar. You will receive considerable benefit from including representatives of participating bar associations on the governing (or advisory) board of your project.

A law school can contribute the expertise of interested faculty members, and may be able to arrange for law professors and students to help train teachers and serve as resource persons.

Your bar association contacts may lead you to other useful legal organizations. In addition, members of bar associations will be helpful if you solicit funds from local corporations, philanthropic foundations, or civic and service groups. They can help you set up appointments with influential persons and accompany you to meetings, and can

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support your letters of application with phone calls and other forms of personal persuasion.

2. Civic Groups, Service Clubs, and Other Community Organizations

Many community groups, such as the League of Women Voters, are concerned with improved citizenship education. Service clubs, such as Rotary, Lions and Kiwanis, often support worthy local projects, as do groups such as the Chamber of Commerce, the Junior Chamber of Commerce, and the Junior League. Lee Sproull, in an article which appeared in *Learning Magazine* ("Money. . .You *Can* Get It," May 1973, pp. 12-13), recommends the following strategy for educators seeking small grants from such organizations. Write a brief (one or two page) proposal indicating the importance of the project, the problem to be solved, the means to solve it, and the need for funds. Send it to the president of an organization or the chairman of its committee for public service or community affairs. Make an appointment with this person, and discuss the proposal. If his group cannot help you, ask him to recommend groups which might be able to help, and ask his advice on ways to make your proposal more effective. If he can assist you, ask him to recommend other groups which may wish to share in this effort. Use his name in your discussion with persons he recommended.

3. Small Foundations

Everyone knows of the Ford, Rockefeller, and Carnegie Foundations, as well as a handful of other large private foundations, but few people know that there are more than 25,000 foundations in the United States. Moreover, it has been estimated that 500 new foundations are created each year. Most of these are small, largely controlled by members of the donor's family, and administered by an attorney or accountant as part of a busy practice. Their services are improved in direct proportion to the quality of proposals from which they must choose, and so it is in their interest, as well as in your own, that you present them with carefully conceived proposals within their area of interest.

Small foundations often support projects in their own geographical area. Large foundations generally prefer to support research projects or pilot projects of national significance, but small foundations are often willing to support operational—as distinct from experimental or pilot—projects. If your project is of this nature, one or more small foundations might well answer your funding needs.

In locating foundations in your geographical area and in your field of interest, the publications of The Foundation Center, a non-profit organization, are essential. (A good library should have these publications; descriptions and information as to price and ordering of all books referred to in this article may be found in this issue's Bibliography, p.64.) An indispensable resource is *The Foundation Directory* (Edition 4). This book lists and describes over 5,000 of the larger foundations (those with assets of $500,000 or more which made grants of $25,000 or more in the year preceding publication). The information in *The Foundation Directory* may be supplemented by *Foundation News*, which appears bi-monthly and contains information on currently reported grants of $5,000 or more. *The Foundation Grants Index* is an annual cumulative listing of the grants described in *Foundation News*. *Information Quarterly*, another publication of The Foundation Center, contains supplements to *The Foundation Directory*, specialized grant listings by subject area, a bibliography of new books, pamphlets, and articles on foundations, and extracts from the annual reports of foundations.

The names of smaller foundations may be found in a government publication, *Tax-Exempt Foundations: Their Impact on Small Business*. In addition, a number of books describe foundations in particular states or geographical regions. These books are particularly valuable in that they list many smaller foundations which may not be listed elsewhere. (They are included in this issue's Bibliography.) For more recent books on state or local foundations, consult the bibliography section of *Information Quarterly*.

Finally, you should also be aware of community foundations. These foundations are made up of a number of individual trusts, in care of the foundation, which are used either for a designated purpose or allocated as part of general funds each year. *Community Foundations in the United States and Canada* is published yearly and includes data on each of these foundations.

To find out more about foundations, several means are open to you. Under the 1969 tax law, all foundations are required to prepare an annual report and make it available for inspection. Some foundations will mail a report on request. Many of the large foundations print extensive annual reports which indicate the history of the foundation, its areas of specialization, a detailed description of its grants, and information as to procedures for grant applications. In addition, some of the largest foundations publish newsletters which provide more up-to-date information about foundation activities.

Other avenues of determining information include foundations' income tax reports (forms 990 and 990-AR), which show names of officers, assets, and specific distribution of funds. These forms are available for inspection—upon written request—at the office of the district Internal Revenue Director or a regional I[illegible]ffice. In each state, the state Attorney Gen[illegible]'s office also has copies of these forms availabl[illegible] inspection. In addition, The Foundation Center has three national collec-

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tions and a number of regional depositories (they are listed in the Checklist of Important Addresses, p. 57) at which these forms are available for inspection. The Foundation Center offers a number of inexpensive means of retrieving information, including a grants data bank which can pinpoint foundations interested in particular fields. Write The Center for its free brochure, *Finding Foundation Facts: A Guide to Information Sources.*

You should use these sources of information to compile a prospect file of those foundations which, on the basis of past policy and announced goals, seem most likely to fund a law-related citizenship education project. It is essential to be selective. Funding sources have areas of specialization, and make short shrift of a proposal which looks as if it was prepared to be distributed to a number of funding sources. A mimeographed proposal will probably not be read.

We recommend that you try to make an appointment with officers of your most likely prospects. You may wish to prepare a brief draft proposal for your initial meeting. This will provide a concrete reference point, a working paper which will enable you to determine more exactly the foundation's specific interests, as well as its stipulations as to proposal format. Not only will preparation of the final proposal be greatly enhanced by a preliminary meeting, but your chances of eventual funding should be greater.

4. Corporations

Many large business corporations support public interest activities of various kinds. Some have set up foundations for this purpose. These may be researched by the means indicated above. Others make grants on the basis of applications to their office of public relations or community relations.

It is probably unrealistic to expect an individual corporation to contribute heavily to a law-related education project, and corporations generally are wary of projects which seem likely to return periodically for additional funds. Nonetheless, an appeal to corporations should not be overlooked, particularly by a small and/or beginning project.

To find information about corporations which have not set up foundations, consult *Standard and Poor's Register of Corporations* or other reference sources. These will give you such information as a central address and names of corporate officials. As with small foundations, however, it is a good idea to concentrate on corporations located or having major branches in your area. Get their names from your local chamber of commerce, or from charitable organizations. It is a good policy to request small grants ($2,000 or less), because appropriate corporate officials may be able to commit such funds without specific authorization from the board of directors.

We recommend the following strategy. Select a small number of corporations—say 10 to 15—which seem to be likely candidates. Address a brief (one or two page) letter to the office of public or community relations, with a copy to the general counsel of the corporation. In this letter, indicate the purpose of your project, document its need for funds, and note that your project is requesting small grants from public-spirited corporations. Indicate your willingness to meet with corporate officials to explain your project and its needs in greater detail. Support your letter with appropriate documentation (e.g., articles about your project's work, testimonial letters, evaluative statistics indicating its success, and polls or studies showing the need for such projects.) After 7 to 10 days, follow up your letter with a phone call requesting an appointment. For your meeting with corporate officials, you may wish to prepare a slide show or some other means of visual documentation.

LARGER FUNDING SOURCES

Here we consider sources which might contribute more than $10,000 to a law-related citizenship education project.

Private Funds

1. Foundations

Of private sources, only foundations—and then only the larger foundations—are likely to make grants of more than $10,000 to a law-related education project. A few foundations have made large grants in this area. We recommend that projects consider seeking large grants from foundations if (1) they have achieved considerable local success and now wish to begin pilot programs in other states; or (2) if they seek funds for a large-scale pilot program, the results of which would be of interest to educational groups around the country.

As mentioned earlier, large foundations prefer to support activities which are likely to have national impact, or projects which may serve as a model for other efforts. Therefore, they prefer to fund experimental or pilot programs rather than support the general operations of an existing project.

The procedures for locating a large foundation and establishing initial contact are substantially like those we recommend in the discussion on smaller foundations. Here, though, you probably will want to concentrate on those foundations listed in *The Foundation Directory.* Since these foundations have more accessible annual reports, much of the research required for smaller foundations may not be necessary. However, in seeking support from larger foundations, personal meetings with appropriate foundation officers are even more important. Proposals to larger foundations often must be quite elaborate. You will not want to

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embark on such a time-consuming enterprise without a strong indication of interest from the foundation. Preparation of a brief draft proposal for a preliminary meeting with foundation officers is highly recommended.

Public Funds

1. Education Programs Funded by the Federal Government

The United States Office of Education (an office of the Department of Health, Education, and Welfare) funded educational grants of nearly $ six billion in fiscal 1974, in over 100 types of assistance. In addition, there are a number of other federal educational programs.

The most likely source of federal education funds for law-related projects is that authorized by Title III of the Elementary and Secondary Education Act. This title authorizes support for "innovative and exemplary projects" in public education. New Jersey's Institute for Political/Legal Education (see "Grantsmanship and Institutionalization," p. 51), has been substantially supported by Title III monies, and a number of the projects listed in the *Directory* have received Title III funds. The Commonwealth of Pennsylvania is currently devoting substantial Title III funds to law-related educational projects. However, a number of other government programs—such as those furthering teacher training and bilingual education—might be funding sources for certain law-related projects.

Your school system's development and planning office might be able to help you locate appropriate federal funding sources. Also, a number of publications of the federal government furnish information about federally funded education programs. *The Catalog of Federal Domestic Assistance*, issued annually by the Office of Management and Budget, and available in most good libraries, includes information about educational programs, among many others. It is the source of two catalogs which may be easier to use: the *Catalog of HEW Assistance* describes Office of Education Programs, among others; the *Catalog of Federal Educational Assistance Programs: An Indexed Guide to the Federal Government's Programs Offering Educational Benefits to the American People* is composed of brief descriptions of, and extensive indexes to, federal education programs. All of these publications contain information as to type of assistance, authorizing legislation, purpose, appropriation (in dollars), who may apply, and where to apply.

You should be warned, however, that as of this writing Congress is debating a five-year extension of the Elementary and Secondary Education Act, and almost certainly will make changes in funding authorizations, eligibility for funding, and dollar amounts available for particular programs. Therefore, be at pains to secure the most recent information available. Write the Office of Education and the Department of Health, Education, and Welfare for information about OE and HEW programs (addresses given in Checklist of Important Addresses, p. 57), and write to your state department of education for information about the many federally funded programs (such as those authorized under Title III) which are administered by the states.

Another useful and up-to-date source of information is the Education Funding Research Council (EFRC), a non-profit organization in Washington, D.C. It provides information about all federal programs that might provide funds for elementary and secondary education. Its services include two bi-weekly publications (*Education Funding News* and *Federal Register Watch*), an information hotline, and a retrieval service. For an additional cost, it offers seminars, provides proposal kits, and undertakes proposal research. Full membership is $176 yearly. For further information, contact EFRC, 752 National Press Building, Washington, D.C. 20004.

2. Law Enforcement Assistance Administration (LEAA) Programs

The Law Enforcement Assistance Administration of the United States Department of Justice provides, directly or indirectly, much of the funding of law-related education projects. LEAA grants to support state and local projects can be solicited at the state or local level. Each state has a state planning agency (SPA) which receives federal LEAA funds and disburses them through grants and contracts with the help of local planning agencies.

The American Bar Association's Special Committee on Youth Education for Citizenship is a recipient of an LEAA discretionary grant, to survey law-related citizenship education projects and issue a report and recommended guidelines for the funding of such projects. Preliminary data from this report indicates that most LEAA state planning agencies and regional LEAA offices have supported projects. Of the 44 LEAA agencies and offices reporting as of this writing, 27 have funded law-related citizenship education projects. In addition, a number of additional state planning agencies would like to support such projects. Ironically, some have been unable to support projects because lawyers and educators have not exhibited interest. For example, the Alaska and Mississippi state planning agencies report that funds have been available for such projects, but that no applications were made for these funds.

Approximately 85% of the LEAA action grant budget is made available to state planning agencies (and through them to units of local government). The remaining 15% is reserved for discretionary

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grants by national and regional LEAA offices. The national and regional LEAA offices generally support projects which are multi-state in scope, or projects which may have national or regional implications.

State planning agencies differ greatly in their procedures and priorities. For example, the Illinois Law Enforcement Commission (the state planning agency) has emphasized crime prevention and diversion and no longer spends significant funds on equipment for the police and other justice agencies. Other states have different priorities, and therefore the Illinois state planning agency is not "typical." However, we include the following discussion of its procedures to indicate how one major state determines how law enforcement monies are to be spent.

The state of Illinois is divided into 21 regions for LEAA purposes. Each region has a commission and a full time staff. There are a total of five hundred commissioners in the state. Each regional commission is asked by the Illinois Law Enforcement Commission (ILEC) for base line data, a progress report, and indications of what it plans for the coming fiscal year. This material is reviewed by the Planning and Budget Committee of ILEC. This committee considers the plans of the regional commissions and the priorities indicated by LEAA and then determines priorities for the state of Illinois. In each category (rural law enforcement, suburban law enforcement, urban law enforcement, Chicago-Cook, state agencies, etc.) priorities are set and a comprehensive plan drawn up.

In the comprehensive plan 75% of funds are allocated to local governmental units, and 25% to state units. In addition to allocating LEAA funds, the governor has assigned ILEC the task of coordinating all state-wide criminal justice planning. ILEC is not solely funded by LEAA. It also has received monies from the Department of Labor, Department of Health, Education and Welfare and other federal government agencies, as well as monies from the state legislature.

The comprehensive plan lists priorities, and narrows the focus of grant-making activities. Indeed, most grantees are identified a year before they will actually receive money. The comprehensive plan for each year serves as a guide book for funding applicants. For example, a law-related project making an official inquiry to ILEC might be visited by an ILEC staff member who would bring the comprehensive plan with him. If the proposed project fell within one of the priorities of the plan the applicant would probably be encouraged to apply. However, projects falling outside of these priorities would be discouraged from applying.

Though most state planning agencies have funded law-related education projects, others do not believe they have authority to fund such projects. Therefore, applicants should be aware of a provision of the Omnibus Crime Control and Safe Streets Act of 1968, as amended in 1973. Title I, Part C, Section 301 (b) reads "the Administration is authorized to make grants to States having Comprehensive State Plans approved by it under this part, for . . . (3) Public education relating to crime prevention and encouraging respect for law and order, including education programs in schools and programs to improve public understanding of and cooperation with law enforcement and criminal justice agencies." Projects should consider calling this provision to the attention of state planning agencies when making applications.

Whether you are applying for funds directly, or seeking to influence provisions of forthcoming comprehensive plans, several strategies suggest themselves. The staffs of state planning agencies and regional agencies are very important. For example, the state planning agencies of Illinois and California each have a staff specialist in education and are among the leaders in supporting law-related education. Even states without such specialists, however, may be convinced of the need for law-related education through the persuasive efforts of projects.

Another possibility concerns persuasion of state and regional commissioners. Many of these men and women may be lawyers, and therefore be particularly receptive to visits or phone calls from representatives of state and local bar associations. Similarly, letters of endorsement from lawyers, judges, prosecuting attorneys and other representatives of the justice system may carry particular weight.

State commissioners are generally appointed by the governor. LEAA monies are ultimately appropriated by the U.S. Congress. Therefore, it has been suggested that projects secure the assistance of political leaders in appealing to state planning agencies. However, some applicants have told us that letters of support and interest from political figures may work *against* a project, since the state planning agency may resent what it considers an attempt to apply political pressure.

Another point should be considered by law-related projects seeking funding from state planning agencies. Generally, state planning agencies grant almost all of their funds to units of state or local governments. While the agencies can make grants to not-for-profit corporations, they are not accustomed to doing so. Moreover, state and local units of government do not wish to see their share of LEAA funds reduced. One means of getting around this difficulty is to arrange for co-application with a unit of local government, for example a school system. Co-application will remove projects from the category of not-for-profit corporations, and thereby remove one obstacle to funding.

Information about LEAA generally, such as a copy of the revised Crime Control Act and *Safe*

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Streets . . . the LEAA Program at Work, is available from the national LEAA office or from one of the ten regional LEAA offices. Most projects will wish to seek funding, however, from their state planning agency. (The addresses of the national LEAA office, the ten regional LEAA offices and the 55 state planning agencies are in the Checklist of Important Addresses, p. 57). Write your state planning agency requesting its recent annual reports and any guideline manuals it may have prepared on procedures for submitting grant applications. The annual reports will indicate the priorities of the agency, and, if a fiscal report is included, the sources of its funding and the grants that it has made. The guideline manual will give such information as format of proposal and deadlines. "Why Law-Related Proposals Succeed or Fail" (p. 34) includes information on a wide range of LEAA and state planning agency funding priorities, practices, and procedures.

LEAA encourages applicants seeking funding from regional LEAA offices to submit brief preliminary proposals. It recommends that these include a clear statement of project goals and methods, timetable, budget (by major categories), and resources available (facilities, staff, and cooperating agencies or entities). State planning agencies may also welcome preliminary proposals. If possible, arrange for an early appointment with appropriate state planning agency officials to discuss your proposal in light of agency priorities and requirements. This preliminary meeting will provide you with much information about your state's LEAA programs, and might, by influencing subsequent comprehensive plans, greatly increase your chances of eventual funding.

Conclusion

I hope that this article, along with the resources provided by this issue's Checklist of Important Addresses and Bibliography, will give you a number of possibilities for securing funds. Also, the *Directory of Law-Related Educational Activities* should help you get in touch with other law-related projects, and gain the benefit of their experience. However, finding a likely funding source for your project will, in large measure, depend upon your perseverance, ingenuity, and resourcefulness.

The task is not easy, but law-related projects have certain important advantages because they appeal to educational, law, and law enforcement and corporate funding sources. Law-related education is also of interest to many groups in the community. This means that there is an unusually wide range of funding possibilities. The rest is up to you.

Charles J. White, III is an Assistant Staff Director of The American Bar Association's Special Committee on Youth Education for Citizenship.

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Planning a Law-Related Proposal

Linda Riekes

Over the last four years I have been involved in writing a number of proposals to expand law-related studies in the St. Louis Public Schools. In the course of developing these proposals, I discovered how important the planning of the proposal is and how much time should go into that planning. The Law and Education Project of the St. Louis Board of Education is currently under the Division of Planning and Program Development, and it was through the assistance of this division that I formalized my thoughts in planning the present law-related project. If your school system has a similar division, I recommend strongly that you investigate the services it can provide. The following are some points that I have found helpful in organizing and clarifying a proposal.

1. *Check the guidelines of the funding source to which you are applying.* Many agencies and foundations have specific outlines to follow in writing an application. There may also be stipulations on the use of money. For example, in-service training may not be fundable or the guidelines may require that only secondary school students can be served. If your program emphasizes teacher training or the development of a middle grade law-related curriculum, you should look for a different funding source.

2. *Determine the needs of the group or groups to be served by your program.* Teachers, students, and administrators may all need services pertaining to law-related education; you should decide which are most crucial and whether they can be addressed realistically. A list of these needs, ranked according to priority, may help determine the direction of the proposal. Whenever possible, these needs should be documented by objective evidence (e.g., test scores, study results, polls) of their importance or severity.

3. *Consider the context for your program.* If you are introducing a law program into a regular school system, you should identify the most effective channels for implementing the program. Consult with curriculum directors, directors of in-service education, and other appropriate staff to determine how your program may be most effectively integrated into existing functions. For example, a program that is incorporated into an existing curriculum is preferable to one that is "tacked on" as an extra subject. Program administration should also be defined in terms of the current institutional structure.

4. *Develop the program objectives.* These should be realistic, manageable, and measurable—and geared to program participants. To say that all teachers in a school system will be "trained" in law-related education is not a manageable objective unless you clearly delineate how the training can be accomplished and how extensive the training will be. Also, care must be taken in deciding what you really can accomplish in terms of student objectives.

5. *Provide means for evaluating your program.* Evaluation measures should be designed to provide information not only on the success of the program, but also on possible improvements. These measures should cover each program objective, so that particular objectives can be identified as those needing modifications.

6. *Determine program costs.* No one ever receives all the money he can use, so be prepared to pare down the initial budget. Establish alternatives to your formal budget items, "fall back" positions that will enable you to implement your program expeditiously and smoothly on a reduced budget. Perhaps you can reduce your program staff by using teacher aides, or develop your own learning packets instead of purchasing commercial materials. Ultimately, of course, you want the most effective program possible within budgetary constraints.

In moving through the above steps, I confronted the following specific questions. You may find them useful as a rough checklist for any planning effort.

1. What are possible sources of funds?

What are the application procedures? Deadlines?

Are there prohibitive constraints on the use of funds?

Is there any conflict between the purposes of

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your program and those of the funding source?

2. Will your law-related project serve teachers? students? principals? administrators? curriculum specialists?

What grade levels will be served?

Will your law-related program extend to the special education retarded student? the slow learner? the gifted student?

What methods will be used to determine the needs of the groups?

Will parents be included in the program? Many funding sources look for evidence of community support, and it is often advisable to work with PTA's or other groups which involve adults in your program.

3. How is new curriculum usually introduced into the school system?

Who determines curriculum content?

How much time can you ask teachers and principals to give to the project (for example, to planning workshops)?

What kind of in-service program and facilities does the school system have?

Into what academic areas can the law-related curriculum be incorporated?

What school resources might be made available to your program, e.g., advisory personnel, duplication services, clerical help?

4. Are your objectives stated as briefly and succinctly as possible?

Do the objectives directly address the needs you have identified?

Are the objectives realistic given the constraints of budget, staff, time, and other resources?

Are your objectives measurable in some reliable manner?

5. Are evaluative services available through the school system or organization supporting your program?

Are instruments available for measuring achievement of the objectives, or can they be developed?

Do the guidelines require a specific method for evaluation?

Are evaluation costs allowed in your budget?

6. What types of expenses can be covered by your funding agency?

Are there other funding sources which can provide supplementary monies?

Are matching funds required?

What kind of financial contribution, if any, can the school system make? Consider both direct funding and services (e.g., buses for field trips, printing services, etc.).

As a final note, I have found that clear and concise writing adds considerably to a well-planned proposal. Take a few minutes to edit your draft copy; a clean and coherent proposal is well worth the extra time.

Linda Riekes is Coordinator of the Law and Education Project of the St. Louis Board of Education. The Project is funded by the Youth Service Systems Agency.

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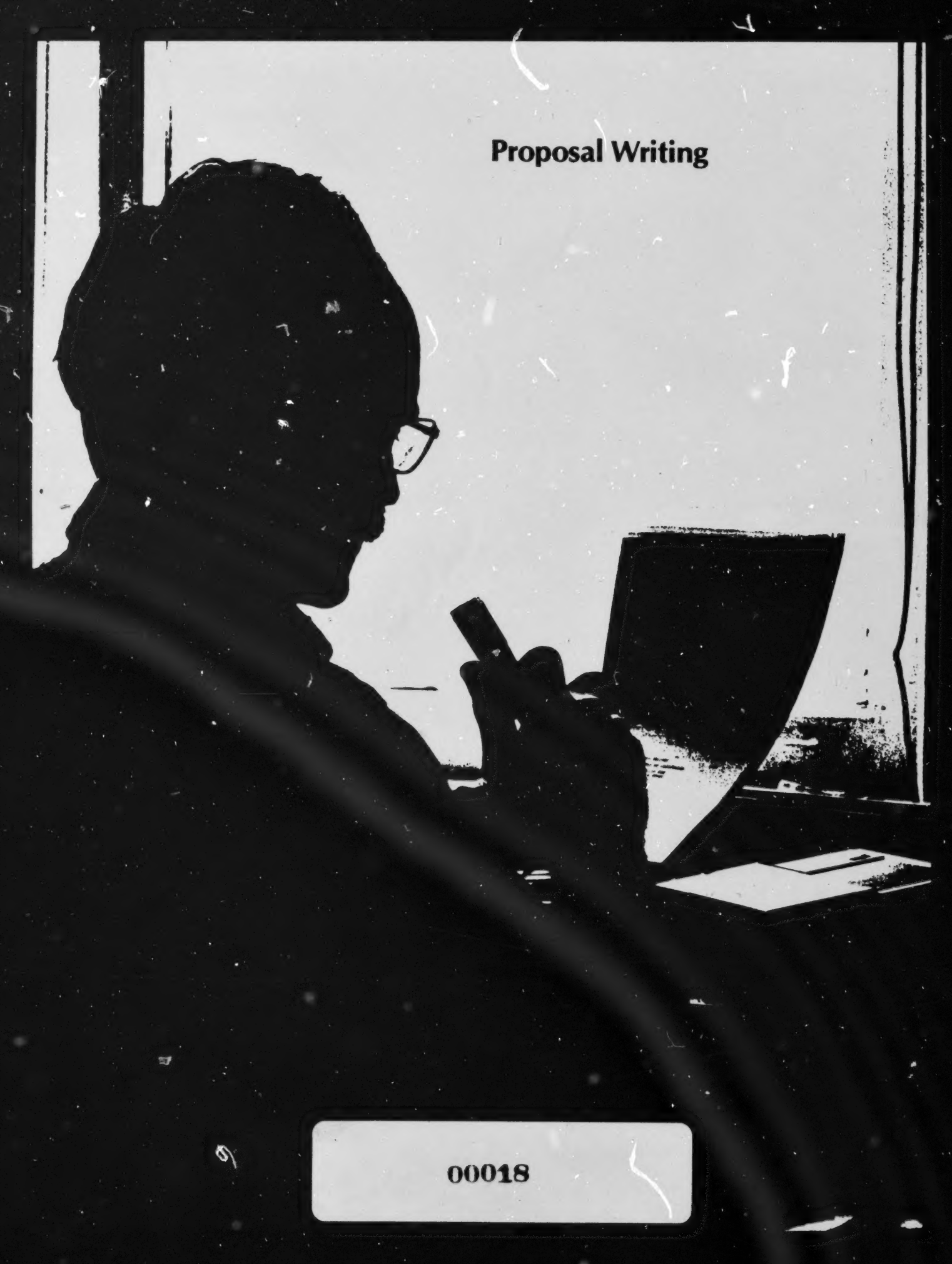
Proposal Writing



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Writing Effective Proposals

Charles J. White, III

The requirements of a good proposal for funding —clarity of ideas, coherent organization, clear and simple prose style—can be met by an intelligent person with adequate writing ability. If you can write effective reports and research papers (or legal memoranda and briefs), you can write effective funding proposals.

Here are some basic points to remember:

1) Proposals should be no longer than necessary. They should state your case and provide convincing documentation, but they should *not* be padded.

2) Proposals should clearly identify the problem to be solved, the means to solve it, and the proposed scope and duration of the project. They should briefly describe the organization requesting funds and state its qualifications to direct the proposed project.

3) Proposals should be well organized. They should have a clear-cut introduction and conclusion, and both sections should make a strong argument for the proposed project. The body of the text should focus on specific aspects of your project and should bring forward your most impressive supporting evidence (statistics, brief endorsements, etc.). Place supplemental information (e.g., biographies of project personnel, complete letters of endorsement, the results of studies documenting the need for law-related education) in an appendix.

4) The style should be free of jargon. Strive for a direct and natural language, appropriate for an intelligent layman.

5) Provide a detailed budget, listing specific anticipated expenses. Make sure that your budget is well laid out and easy to read.

6) Take great pains with the appearance of your proposal. Proposals should be attractive and easy to read (e.g., double-spaced, with ample margins). Proofread carefully and make corrections neatly. Remember that your proposal alone must represent you when the final funding decisions are made, and make sure that it represents you well.

How to Begin

Conceptualizing your proposed project and researching funding sources should precede even your earliest proposal drafts. (See "Choosing a Funding Source and Developing a Funding Strategy," p. 7). Your research should have indicated at least the general funding priorities and areas of interest of your potential benefactor. Of course, you will want to structure your proposal in a way which is consistent with the philosophy and objectives of the funding source. However, if you will be forced to drastically alter your design to bring it into accord with the interests of your source, or if you will have to distort or omit significant aspects of your project which are not compatible with the source's objectives, then perhaps you should choose another source. Remember that you are attempting to fill an educational need, and not applying for funds which happen to be available. If you alter your original conception, you may weaken your project or even negate its potential; if you try to mislead the funding source, you run a great risk of wasting your time.

Organizing the Proposal

In proposal writing, as in all writing, careful organization is highly important. A detailed outline will be of great help. By putting together an outline you will be forced to think carefully about your ideas and to make important decisions about your most effective arguments and evidence.

To make this discussion of organization as specific as possible, I will illustrate it with excerpts from a proposal prepared by the Law in a Free Society Project of the State Bar of California. I am grateful to the Project for permission to reprint portions of its proposal. The proposal is nearly 50 pages long, and only a small portion of it will be reprinted. Deletions of a paragraph or more are indicated by a series of asterisks.

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Title Page

Your title should be reasonably concise (no longer than one average-length sentence) and should be expressed, as much as possible, in plain English. Try to avoid such unappealing jawbreakers as "Proposal to Facilitate and Expedite the Formation of a Program Utilizing the Supportive Services of the Organized Bar and Other Concerned Community Organizations, in Cooperation with the Instructional and Resource Personnel of the Davis County Independent School Board, to Initiate Innovative Programs of Citizenship at Various Grade Levels Serving to Increase the Cognitive Development and Improve the Affective Domain of Special Education Students in Four Carefully Selected Davis County Secondary Schools."

Your title page should indicate the name and address of your organization, as well as the month of formal submission. Many title pages also indicate the name of the organization to which the proposal is made (e.g., "A Proposal to the Law Enforcement Assistance Administration of the United States Department of Justice").

A PROPOSAL
for
the Continuation and Expansion
of the
LAW IN A FREE SOCIETY
Project

Law in a Free Society
A Project of the State Bar of California
606 Wilshire Blvd., Suite 600
Santa Monica, California 90401
December 1972

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Identification of Organization Seeking Funds

Sometimes the organization making the proposal is described in one of the preliminary pages. In this example, the identification consists only of the names of persons on the organization's governing body, but you can also give information about your organization's origin, goals, activities, institutional affiliations, and financial support. You should give this information succinctly, probably in a single paragraph.

Law in a Free Society Executive Committee

Chairman	Vice-Chairman
Samuel O. Pruitt, Jr.	Hon. William B. Enright
Attorney Los Angeles	Judge U.S. District Court

Edward L. Barrett, Jr., Professor of Law, University of California; Mrs. Vincent Cullinan, San Mateo; Dr. H. David Fish, Special Projects Director, San Diego City Unified School District; Edward T. Fogel, Jr., Deputy Attorney General, Los Angeles; C. Hugh Friedman, Attorney, San Diego; Jon J. Gallo, Attorney, Executive Council of the Conference of Barristers, State Bar of California; Joanne M. Garvey, Attorney, Board of Governors, State Bar of California; Dr. Vernon A. Hinze, Associate Superintendent, Operations of Schools, Long Beach Unified School District; Hon. Shirley M. Hufstedler, Judge, U.S. Court of Appeals, Ninth Circuit; Leonard S. Janofsky, Attorney, President, State Bar of California; Richard P. Longaker, Professor of Political Science, University of California; Richard C. Maxwell, Professor of Law, University of California; Robert O'Neil, Vice-President and Provost for Academic Affairs, University of Cincinnati; David K. Robinson, Attorney, Pasadena; G. William Shea, Attorney, Los Angeles; Andrew Smith, Executive Director, California Council for the Social Studies; Odell H. Sylvester, Jr., Deputy Chief of Police, Oakland Police Department.

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Table of Contents

Longer proposals (more than 10 pages) should have a Table of Contents to help the reader quickly locate portions of the proposal which particularly interest him. As in this example, the Table of Contents should include each heading and sub-heading, and the two types of heading should be clearly distinguished.

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Abstract and/or Introduction

Some longer proposals use one of the preliminary pages to summarize the essential ideas of the proposal. The abstract tells the reader what to expect. After he has read the proposal, he may refer to it to refresh his memory.

In this example, the abstract serves also as the introduction to the proposal. Many proposals do not have an abstract *and* an introduction because both can serve very similar functions. Should you prepare an introduction rather than an abstract, I recommend that you begin by stating—as specifically as possible—the need you propose to meet. This should be a carefully deliniated problem which can be addressed by the means you will propose. Go on to state your objectives. These too should be specific, clearly stated, uncomplicated, and, most of all, attainable. Conclude the introduction by briefly describing your proposed project (perhaps with a reference to the far more detailed description which will appear later in your proposal). Each sub-section of the introduction—problem, objectives, proposed project—should be clearly labelled, with headings underlined.

In your introduction you will have space to state the essence of your proposal and make a brief but strong argument for it. You hope that your entire proposal will be read, but if only the introduction, timetable, and budget are read (and one suspects that in some cases only these sections receive careful attention) you will at least have made an effective appeal.

A PROPOSAL
for the Continuation and Expansion
of the
Law in a Free Society Project

Abstract

This proposal is for the continuation and expansion of the Law in a Free Society project conducted by the State Bar of California, funded by LEAA through the California Council on Criminal Justice. The goal of the project is to continue the development, dissemination, and evaluation of educational programs for elementary and secondary students, teachers, supervisors, and community members in an attempt to improve the quality of civic and legal education.

The proposed project is an attempt to develop an effective educational program focusing on the need for informed understanding and support for the legal and political institutions of our nation. The design of the program fosters the cooperative efforts of such groups as the Special Committee on Youth Education for Citizenship of the American Bar Association. . . the staff of the Law in a Free Society project, numerous state and local bar associations, law enforcement agencies, and other community agencies and school systems throughout the country.

The program has been designed to gradually evolve into a fully self supporting, non-profit corporation. As the educational materials and consulting services are developed, evaluated and publicized, sales to school systems and local and foundation funding should grow at a rate sufficient to achieve a fully self supporting institution within five years of the initiation of the program.

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THE BODY OF THE PROPOSAL

In this, the largest section of your proposal, you will want to expand on the need for your proposed project, its objectives, and its scope and methodology. In the abstract or introduction you discussed these briefly, and now you have the opportunity to make a detailed case for them.

The Need for Law-Related Education. Logic suggests that you begin with the need for the proposed project. The sample proposal does just that, in a section clearly marked *The Problem* (note that this is also a major heading in the Table of Contents). The sample proposal brings forward the best available evidence of this need, such as:

the report of a major national conference;
the concern of the organized bar and educators;
statistics on juvenile crime;

THE PROBLEM

The attacks on our free society and its structure of constitutional rules are adequate evidence of a growing disrespect for law and our legal and political institutions in our educational system as well as in our society at large. A systematic effort to end confusion about the role of law in a free society is a major challenge for the 1970's. This problem has been recognized as being of national importance, for in the most recent White House Conference On Children, four of twenty five forums were devoted to questions of law and children. One of these forums was specifically devoted to a discussion of strategies for helping children understand the basic values and principles underlying a rule of law and democratic political processes.****

Other important groups on the national scene have become increasingly aware and active in attempting to deal with these problems. Recently the American Bar Association appointed a Special Committee on Youth Education for Citizenship to coordinate the activities of the ABA in this field. Other active groups within the ABA have been the Young Lawyers Section and the Section on Criminal Law. The Young Lawyers Section of the Federal Bar Association and the National Council for the Social Studies have been working in the field for some time. At the 1972 Convention of the NCSS in Boston, the growing interest of the profession in the problem was demonstrated by the number of clinics and meetings devoted to law related education and the increasing number of educational materials on display in this field.****

The concern over developing an understanding of and a commitment to a rule of law has arisen from the widespread recognition of numerous problems in our society. Juvenile crime and drug abuse have increased not only in the ghetto but also in the suburbs. Reports indicate that there is a continual increase in crimes against property and that most of these crimes are committed by boys and young men. Some research has indicated that as many as 90% of young people have committed at least one act for which they could have been taken to Juvenile Court. Although a considerable amount of effort has been expended to alleviate these problems, no preventive measures have proved successful on a widespread basis to date.

Violence and other illegal acts have been felt by some universities, and the present trend is for similar outbreaks to occur on lower levels of our educational institutions. In a recent survey, 60% of our secondary school principals have reported some form of active protest disrupting the educational processes on their campuses, and a larger number of administrators predicted future outbreaks. (It is not our position to reject protest as such, but to suggest that there are more effective and less disruptive means by which students, faculty,

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statistics on violence and disruption in the schools;
statistics on the widespread lack of understanding of our political and legal system;
research results indicating the inadequacy of present civic education courses;
recognition of the need for law-related education by prominent lawyers and political figures.

Other possible evidence includes (1) assessments of the students you propose to serve indicating that they need law-related education and are interested in learning about law; (2) statistics on voting rates and number of unreported crimes, and other indications of widespread citizen apathy; (3) and indications that educators, parents, and community leaders recognize the potential of law-related education, and wish to see it implemented.

administrators, and community members can interact without sacrificing the authority of the schools and resorting to the extra-legal activities and violence that are occurring frequently.)****

We contend that the problems in the schools today contribute substantially to the problems of the larger society and that these problems are at least partially due to a lack of training of all participants in the democratic system, adults and students alike. It has been a common assumption that most Americans understand and believe in fundamental democratic principles and have a basic understanding of our legal and political systems. The results of research conducted over the past decade have indicated the fallacy of this assumption. Studies have indicated that among the majority of citizens there is very little understanding of democratic principles, values, and our legal and political systems, and even less understanding of specific applications of these principles, and the embodiment of democratic values in social, economic, or political relationships. For example, surveys of attitudes toward the Constitution indicate that significant sections of this fundamental document would not be passed by a majority of people today were they subjected to a vote. The performance of school teachers and administrators on these tests does not indicate that they are much more supportive than the general populace.

These findings are not surprising when one reviews the research concerning the content of the social science courses in the schools (those courses which might best be suited to enlist support for our legal and political systems), the methods used in the classrooms, and the administrator-teacher-student relationships in the schools. The subject matter normally presented in social science courses has been found to be lacking in effective presentation of democratic principles, dull, and frequently taught without understanding, excitement, or conviction. Studies indicate that these subjects are devoted largely to the memorization of facts and the unrealistic, uninteresting, and often inaccurate portrayals of our legal and political systems. Some studies of the effects of high school social studies courses in American institutions have indicated that there is no significant difference in students' adherence to democratic principles and practices between students who have taken the traditional courses and those who have not taken them.****

The urgent need to devise such educational programs has been proposed by many responsible persons, among them Attorney General of California, Evelle Younger, former Attorney General of California, Thomas C. Lynch, the former President of the State Bar of California, Samuel O. Pruitt, Jr., and preliminary reports of the White House Conference on Children of 1970.****

THE BODY OF THE PROPOSAL (cont.)

Remedies and Objectives. Having stated the problem, you can now propose some remedies. The sample proposal considers both general and specific remedies. In pages not reprinted here, it discusses the role of public education in remedying these problems, arguing that law-related education can have desirable consequences, and indeed has already proved successful in pilot school districts.

The sample proposal then moves on to consider specific objectives. This proposal is the work of an existing project which seeks to expand to other areas. Therefore, the proposal considers the Law in a Free Society model as it has developed in California, with an extensive discussion of its objectives for school administrators, teachers, students, and the community. The description of the Law in a Free Society model is lengthy, occupying nearly 20 pages and including a listing of more than 40 objectives. Of these, only a portion of the student objectives are reprinted. Note that these objectives are made as specific as possible.

Objectives for Students

Increased understanding of the legal and political systems of our state and nation.

Increased understanding of the role of a citizen in a constitutional democracy (including understanding of and commitment to exercising the rights, privileges, and responsibilities of a citizen).

Increased understanding of democratic procedures and willingness to use them when participating in the making of decisions and the management of conflicts.

Increased understanding of the need for laws and willingness to abide by legal means for changing laws and policies.

Increased support for legitimate authority and those in positions of authority such as law enforcement officers, judicial officers, teachers, administrators, etc.

Decreased willingness to use or support extra-legal means for securing change.

In more specific terms, the instructional programs of the Law in a Free Society project are designed to help students:

a. recognize the complexities of political and/or legal issues;
b. recognize the value of democratic procedures;
c. recognize the human dimension of political and legal affairs;
d. recognize political realities;
e. recognize and learn to deal with the gap between the ideals and realities of our political system;****

THE BODY OF THE PROPOSAL (cont.)

The Proposed Project. Having considered both the problem and suggested remedies, you are now in a position to explain how you will proceed to put these remedies into operation. I suggest that you emulate the sample proposal and begin with a general statement of your proposed project. This will serve as a brief summary of what you intend to accomplish and the means you will use.

This should be followed, as it is in the sample proposal, by a detailed description of how you will proceed (only 10% of this description is reprinted here.) In this proposal the discussion is organized by the functions of each group of persons associated with the project.

You may prefer to tie your discussion of activities to the objectives you have discussed. Say your objectives are 1) training a certain number of interested teachers; 2) developing pilot curricula; and 3) testing curricula in a certain number of classrooms. You should discuss each of these separately, labeling each sub-section clearly. Under each discuss straightforwardly how you would proceed (e.g., in teacher-training, how would you select teachers? compensate them? given them academic credit? who would coordinate the program? who would train teachers? where would they be trained?). If your program will be evaluated, include a sub-section on evaluation, describing it in sufficient detail to give the reader a clear idea of how you propose to proceed.

THE PROPOSED LAW IN A FREE SOCIETY PROJECT

We propose to continue our program in California next year as we had originally planned (see foregoing description). Thus we will continue the in-service program in eight areas of this state, continue to develop, revise and improve our curriculum and evaluation programs, and will add other areas. These areas will conduct in-service programs for teachers with credit being given by our present extension system. They would use the materials that we have developed and participate in our evaluation program.

We will conduct a three day summer workshop for leadership teams from each of the areas participating in the program. The leadership teams will be composed of educators, lawyers, and law enforcement officers. During the workshop they will be given an intensive course in the philosophy, substance, and methods of our program in order to develop the expertise and guidance needed for subsequent coordination of the program in new areas. We will use the most experienced and effective area coordinators from our present program to assist us in this training and in the implementation of the program.

The new areas will be chosen by taking into account such factors as impact related to size, (i.e., standard metropolitan statistical areas), the presence of strong and interested bar associations and law enforcement agencies, strong and interested leadership in the educational community, receptivity of school systems, and potential for expansion of the program in those areas surrounding school systems during the following years.****

Program for the Project Year, August 1, 1973 - July 31, 1974

The following is a tentative outline of the tasks to be completed during the 1973-74 project year.

A. Four meetings of the Executive Committee of the California Law in a Free Society Project will be held to continue the setting of policy and supervision of the developmental project in that state.

B. The Steering Committee will meet six times to supervise particulars and to develop recommended policies, projects, and procedures.

C. The Central Staff, with the assistance of consultants and members of the Steering Committee, will conduct a ten-day area leaders workshop during the latter part of the summer of 1973. This workshop will be attended by teams of five leaders from each of the areas and will have the assistance of visiting consultants. Each group will typically be composed of one or two educators who will serve as area coordinators on the project, a representative of a local bar and/or barristers' association, a representative of a law enforcement agency, and a representative of a community group.****

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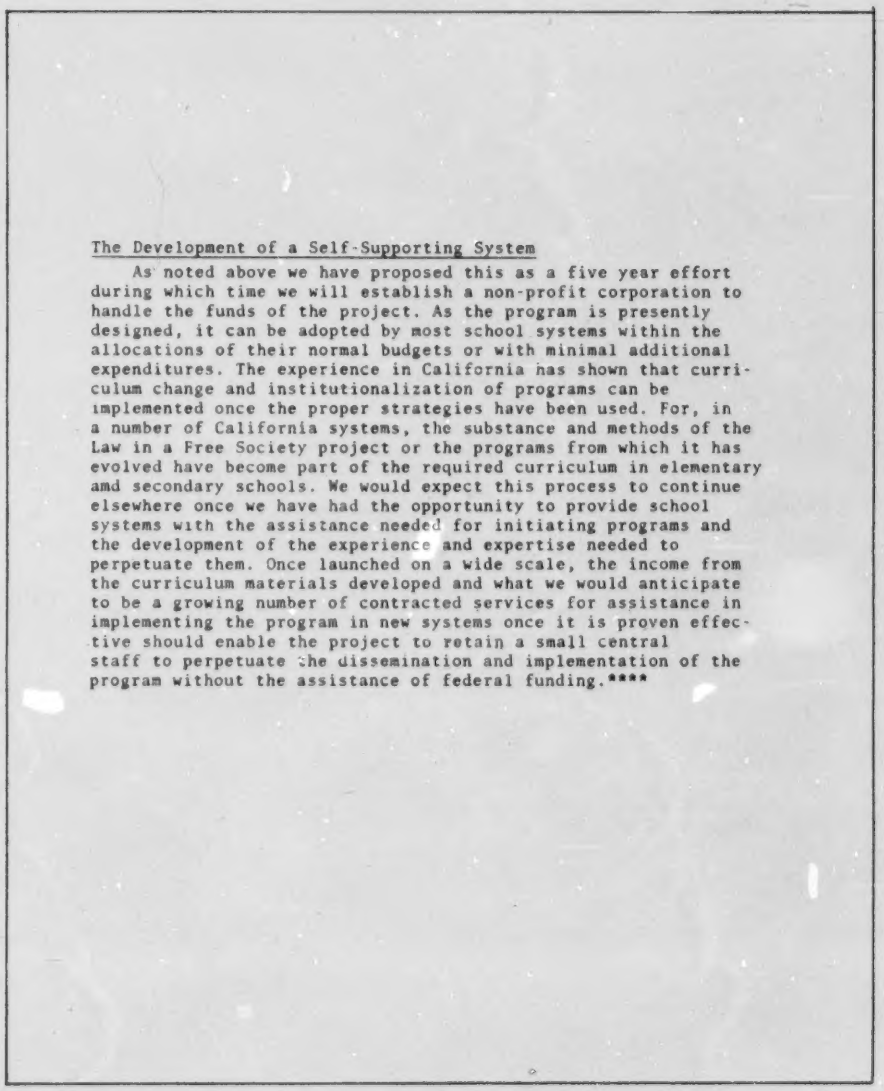
Conclusion

The conclusion is important because it is your last chance to make an effective argument for your proposed project. Often the conclusion briefly restates your most important objectives and reasserts the importance of the project. The conclusion of the sample proposal discusses some wider ramifications. Funding sources always hope to get a large return on their investment. They need to be informed of the long-term effect of a project. They want to know if a project will be continued after its initial grant has run out, and, if so, where additional monies will be found. Funding sources *do not* want to fund a project indefinitely. If you believe that your project will become self-supporting, or will be able to secure funding from other sources when this grant expires, indicate without fanfare or undue rhetoric how this might come about.

Studies have found that a reader's interest rises as the end of a document approaches. Use this renewed attentiveness to make as favorable a final impression as possible.



The Development of a Self-Supporting System

As noted above we have proposed this as a five year effort during which time we will establish a non-profit corporation to handle the funds of the project. As the program is presently designed, it can be adopted by most school systems within the allocations of their normal budgets or with minimal additional expenditures. The experience in California has shown that curriculum change and institutionalization of programs can be implemented once the proper strategies have been used. For, in a number of California systems, the substance and methods of the Law in a Free Society project or the programs from which it has evolved have become part of the required curriculum in elementary amd secondary schools. We would expect this process to continue elsewhere once we have had the opportunity to provide school systems with the assistance needed for initiating programs and the development of the experience and expertise needed to perpetuate them. Once launched on a wide scale, the income from the curriculum materials developed and what we would anticipate to be a growing number of contracted services for assistance in implementing the program in new systems once it is proven effective should enable the project to retain a small central staff to perpetuate the dissemination and implementation of the program without the assistance of federal funding.****

Timetable

A formal timetable permits readers to see at a glance how the project will proceed from week to week or month to month. The timetable should indicate the starting and termination dates of your major program activities.

This proposal does not include a timetable, allowing the extensive discussion of activities to serve in its stead, so I am using as an illustration the timetable of a proposal prepared by the Special Committee on Youth Education for Citizenship. This is the timetable of a research project, but it will serve to indicate the kind of information the timetable can convey.

TIME TABLE OF THE STUDY:

Year 1; weeks 1-6 Assemble staff. Prepare memoranda on major issues in mandated curriculum, certification, and accreditation.

Year 1; week 7 Meeting of the Special Committee and Advisory Commission, perhaps with additional parties recommended by the Ford Foundation. The group will consider staff reports on major issues, and will precisely delineate questions to be researched and methods to be followed.

Year 1; weeks 8-43 According to the formulations of the Special Committee and Advisory Commission, staff will conduct research and prepare legal memoranda on state constitutional and statutory mandates concerning curriculum in civic education, and will conduct research and prepare legal memoranda on state statutes, federal law, and regulations of federal and state agencies and departments concerning accreditation of schools and colleges and licensing of teachers. In addition, staff will research and prepare memoranda on litigation in each of these areas. Finally, staff will prepare an analysis of how the law in these areas may hinder or enhance effective teaching in law-related civic education.

Year 1; week 44 Staff reports will be submitted to the Special Committee and Advisory Commission, along with suggested options for the empirical study. The Committee and Commission will consider and evaluate this data, and, utilizing the reports and recommendations of social scientists serving as consultants, will decide on the precise scope, form and methodology of the empirical study.

Year 1; weeks 45-52 and Year 2; weeks 1-26 Staff will conduct research and prepare reports on the workings of relevant laws and regulations in selected school districts throughout the country.

Year 2; week 27 Reports based on the empirical research will be presented to the Special Committee and Advisory Commission for evaluation and consideration. They will then meet with a group of approximately equal size as the Conference on Legal Issues. This group will hear papers and other documents on the study from outside experts, evaluate the research so far accomplished, and make suggestions as to how it may be interpreted.

Year 2; weeks 28-39 Staff will prepare a draft of the final report of the study.

Year 2; week 40 The Special Committee and Advisory Commission will meet to review the draft, suggest final alterations, etc.

Year 2; weeks 40-52 Final report will be written, and report will be printed and disseminated.

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Budget

These are the final two pages of the sample proposal's four-page budget. The figures in the right column have been omitted. Note that each item is made as specific as possible, and the explanations of several items indicate how the persons who prepared the proposal arrived at these figures. The budget is well laid out and easy to read. Each major expense (e.g., travel) is given a section, within which each type of expenditure is treated as a separate item. In many instances, this is further broken down to show detailed expenditures (e.g., per diem and travel under point B.). A sub total indicates expenditure for each section. This is followed by a grand total, clearly indicated by typing "total" in capital letters and underlining the dollar amount.

You should prepare your budget with special care, because it will probably receive closer scrutiny than any other portion of the proposal. You should attempt to determine, as specifically as possible, the actual costs of the proposed program. If you don't know how much an activity (say a one-week teacher-training workshop) might cost, consult persons who have had experience in conducting such activities. Don't forget such basics as rent, telephone, office supplies, and equipment rental. Avoid vaporous categories such as "miscellaneous." Funding sources, understandably, like to have a clear idea of where their money will be spent.

II. Travel

A. Law in a Free Society Executive Committee Meetings (4)

4 meetings x average combined cost of travel and per diem $750 per meeting

B. Steering Committee Meetings (4)

Per diem: 4 meetings x 10 persons (including staff) x 2 days x $28 per day

Travel: 4 meetings x 10 persons x RT average $300 each

C. Liaison Committee Meetings (3)

Per diem: 3 meetings x 8 persons x 2 days x $28 per day

Travel: 3 meetings x 8 persons x RT average $300 each

D. Coordinator's Committee Meetings (4)

Summer Workshop (1)

Per diem: 3 persons x 20 areas x 3 days x $28 per day

Travel: 3 persons x 20 areas x RT average $250 each

Academic Year Meetings (3)

Per diem: 3 meetings x 1 person x 20 areas x 2 days x $28 per day

Travel: 3 meetings x 1 person x 20 areas x RT average $250 each

E. Staff and Consultant Visits to Areas (4 visits each)

Per diem: 4 visits x 20 areas x 2 days x $28

Travel: 4 visits x 20 areas x RT average $250

F. Staff Attendance for Presentation at ABA Convention

G. Staff Attendance for Presentation at NCSS Convention

H. Staff and Steering Committee trips to Washington, D.C.

Sub Total.....

III. Supplies and Operating Expenses

A. Office Supplies and Expenses

B. Postage

C. Reference Materials

D. Office Space Rental

20 persons x 150 sq. ft. x $7 psf + 150 sq. ft. storage

E. Reproduction of Educational Materials

F. Typewriter Purchase (5)

G. Photocopying Machine Rental

H. Telephone

I. Bonding Requirement

Sub Total.....

TOTAL.....

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Style

Education, perhaps even more than most fields, is afflicted with a language of its own, a jargon that is often nearly incomprehensible. Many educators seem to believe that their ideas will not be received with respect unless they are expressed in code. They apparently feel that they must discuss the "cognitive domain" when they refer to teaching students how to think and the "affective domain" when they talk about students' attitudes. Perhaps they are correct in assuming that the specialized language gets them a more respectful hearing, but I believe that more often such language obscures clear thought and antagonizes readers. And remember that law-related education proposals will probably be read and evaluated by some persons who are not professional educators. You should, to some extent, tailor your language to what you know of your funding source, but for the most part I would suggest that you make your language suitable for an intelligent person who has general knowledge of your subject but is not an expert.

Strive to be clear and concise. Avoid convoluted or unnecessarily complicated sentences. Aim for a prose that is as limpid as a pane of glass, and as functional and stripped of ornamentation as a building by Frank Lloyd Wright. (In this regard, remember Mark Twain's "As to the adjective, when in doubt, strike it out.") Try to make your prose active: remember that verbs provide the energy of sentences, and try to use them in the active rather than passive voice (e.g., say "the project will attempt to. . . " rather than "it will be attempted by the project to. . . ") Remember that short common words often have more vitality than long elegant words. Try to make your prose sound as if it were written by a person—you—and not by a computer or a committee.

Finally, try to avoid high-blown rhetoric and cliches, particularly those which regularly infect funding proposals. Everyone thinks there is a "crying" or "pressing" need for his project, and all of us think that our ideas are "exciting" and "innovative." Perhaps there is such a need, and perhaps our ideas are fresh, but the way to convince the reader of that is to *show* him through solid evidence and careful thought, rather than *telling* him through assertion and empty rhetoric.

There is much more to say about style, and not enough space to say it in. However, a number of inexpensive paperback handbooks on writing contain practical tips. I recommend Strunk and White's *Elements of Style* and Baker's *The Practical Stylist*. Either of these, particularly in combination with George Orwell's essay "Politics and the English Language," will help you write direct, natural, and forceful English.

Conclusion

You should be aware that funding sources consider many more proposals than they can fund, and are presumably inoculated against appeals which seem directed at the emotions or otherwise empty of real content. No amount of eloquence will save a proposal which seems carelessly conceived, so try to be specific about your plans—and realistic about what they may accomplish. Try to allow an ample period of time to research, plan and write your proposal, so that your finished document will represent the best possible case for funding your project. The time alloted for this task may hamper your current operations, and surely will represent an indirect expense. In addition, if you use consultants, or travel to speak directly with other organizations, you will incur some out-of-pocket expenses. However, if these methods help you prepare a well documented, well organized and forcefully argued proposal, the time and effort will be well spent.

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From the Perspective of Funding Sources

NATIONWIDE SURVEY OF LAW-RELATED CITIZENSHIP EDUCATION

FILE LEAA (CREATION DATE = 08/02/74)

SPECIAL SPECIALIST IN LAW-RELATED EDUCATION

C A R O S S I A B

SPECIAL	COUNT / TOT PCT	MODEL 1ST IRANKED 1	MODEL NO IRANKED 2	MODEL 2ND IRANKED 2
YES	1.	1.1	2.1	
	2.	0.0	0.0	
NO	1.			
	2.			
COLUMN TOT				

NUMBER

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What Will a Foundation Look for When You Submit a Grant Proposal?

Robert A. Mayer

The business of getting a grant has two sides to it: how to prepare yourself before asking for a grant and what the foundation staff member receiving your request will be looking for. These are not entirely independent processes because careful attention to the first one can favorably influence the second. I will discuss them separately, however, since they entail activities of two different people—adversaries, you might say—the person wanting the money and the person holding onto it.

How to Begin

It is logical to assume that, since you are considering approaching a foundation for a grant, you have a specific need—a shortfall of operating funds, a special project, a capital improvement required.

Study your need carefully: Have you exhausted all possibilities to meet the need from your existing resources? Have you honed your operation to such a level of efficiency that there are no wasteful expenditures being made in the normal conduct of business? Are you operating at maximum management efficiency?

Are there other financial sources that could be tapped? The community you serve? Special interest groups that will benefit from this need being met?

Have you examined the anticipated costs of your project in the most minute detail? Is your estimated budget as tight as it can be? No excess frills? No generalized categories such as "other" or "miscellaneous"?

And, most importantly, is this trip really necessary? What benefits will accrue if this need is met? Who will benefit? How?

It is a given fact that all foundations receive requests for grants far in excess of their capability to respond financially. In addition, foundations are feeling today's economic pinch as much as anybody else and are subject to an increasing scrutiny by the Internal Revenue Service, a scrutiny stimulated by the Tax Reform Act of 1969. Consequently, foundation staff are getting as hardnosed as bankers. You had better have your homework in order before you knock on the door.

How do you go about finding the right door? This is the next step, and a crucial one that many people seeking grants ignore. They will make proposals or requests to a foundation without finding out first if the foundation is interested. That statement might seem inconsistent: How can you know if a foundation is interested if you don't try? There is a process which can eliminate at least those foundations that would have no interest whatsoever. It is not foolproof, but it certainly can help you concentrate your efforts where the prospect of success is highest. Begin by consulting *The Foundation Directory, Edition 4* (1971), and other publications and information services offered by the Foundation Center. These information sources will provide you with a better background against which you can frame your proposal, including the purpose and activities of specific foundations, the locale in which they make grants, and the general size of grants they make.

Once this information-gathering process has been completed, you can begin to pare your list of possible sources to a group of foundations that have supported projects similar to yours or a variety of kinds of projects in your local community. Such small, often family-operated foundations can be a good source of support for a project whose impact will be localized. This kind of project does not normally fare well when presented to a large national foundation, such as the Carnegie Corporation or the Rockefeller Foundation. Again, be creative. See if you can put together a combination of financial aid from the smaller foundations. These organizations are often staffed by individuals who are doing the work as a second job. Many are not what we might call professional foundation managers; they may be attorneys for the family who supports the foundation. Therefore, they have neither the time nor the experience to permit deep analysis of proposals. An exciting project, soundly conceived and presented in a well documented manner, can make a strong showing here. It makes the part-time foundation manager's job easier.

The last step and, I assume, to many the most important one is preparing to approach the larger

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foundations. What interests do they have? The Foundation Center has another resource that you should use: it maintains copies of the published annual reports of foundations. The last figure I heard mentioned is about 200 foundations that issue public reports. Some of these merely list grants approved. Others, such as those issued by Rockefeller and Ford, have extensive narrative sections addressed to the general philosophy of the foundation and its major program thrusts. This is of vital importance. You do not want to present a proposal for construction of a new library building to a foundation that does not make grants for bricks and mortar.

How Your Proposal Will Be Read

To summarize so far, in preparing yourself to ask for a grant, do two things: have a well conceived, well documented, hard proposal and know as much as possible about the foundation you are approaching.

Now let's look at the problem from the other side. What will the foundation staff member look for in a proposal? This is a difficult area in which to provide guidelines. As I have already mentioned, each foundation has its own philosophy, its own program interests. Proposals submitted to a foundation are reviewed against these program interests by foundation managers. In the Ford Foundation, we call them program officers, so I will use that term in a general sense for convenience. You will often find differences of approach among program officers in the same foundation; in the larger ones, these can be important differences. The guidelines I will discuss grow out of my own experience as a program officer, one of whose responsibilities for five years was to review grant proposals.

A program officer's first question will be: Is this type of project an activity that fits within the foundation's program interests? If you have done the preparatory work I suggested, the answer should be yes. Either the foundation makes grants for your kind of project or it makes general grants to organizations like yours or in your specific locale.

Given a yes to the first question, a second, closely related one will be: Is the type of support requested of the kind the foundation gives? Here I am referring back to the description of your need that I gave earlier: is it to cover operating deficits, or is it for construction purposes or a specialized project outside of basic operations? A foundation may very well make grants to organizations of your type—but not for operating support or for construction. Here again, we can see the importance that careful preparation has on favorable reception by a foundation.

Now that you have your foot in the door, we get to the difficult part—the subjective review of grant proposals by program officers—the assessment of the value of the project. What is the scale used to measure value? I have to answer that question by saying there are two: one used by large foundations that operate on the national scene and one used by smaller foundations with more localized interests.

Large Foundations—The tendency in a large foundation is to examine a project's value for its possible impact on the national horizon. Can it serve as an experiment that has transferral potential? Is it addressed to a need that other similar organizations are also feeling? These are questions that try to determine the value of a project beyond the institution requesting the grant. However, a measure of the project's demonstration potential is not the only one used by large foundations. The project may have an intrinsic value of its own from which others will benefit. To phrase this in question form: Is this project of importance to society at large? As a specific example, we might think of a medical research project—say Dr. Jonas Salk's research on polio vaccine. This kind of project would not be judged for its demonstration aspects but for its intrinsic value to society.

It is important not to misinterpret these statements to mean that the larger foundations do not care about the institution requesting support. They do, but as a secondary objective. It is obvious that successful performance of a project will strengthen the institution. We also find that, in identifying activities it wants to support, a foundation may choose to accomplish its goals by strenthening individual organizations. Examples of this drawn from the Ford Foundation's experience would be its efforts to strengthen symphonic performance throughout the United States through large-scale grants to many symphony orchestras—or to improve the quality of private higher education through a massive grant program that provided institutional support to 61 colleges.

Grants made under these programs were truly for institution building purposes. But they evolved from program interests—values—emerging from inside the foundation and not from individual grant requests. So, if your proposal is primarily for general institutional support, it will probably not get past the screening process in a large foundation, unless it falls within a distinct program already established by the foundation. Your preparatory review of published foundation annual reports will help you to identify any such programs that exist.

If your proposal has survived to this point, you pretty well have it made. Further review will center around the realities of your estimates as to how long the project will take; how much it will cost; how its accomplishments will be measured; how it will be financed beyond the immediate grant period should it be a program with a continuing projected life. This last point—future financing—

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is an important one. Often foundations are told by prospective grantees that a project will be self-sufficient by the time the initial funding period ends. Seldom, in my experience, have these estimates been realistic. The larger foundations do not like to breed albatrosses, so deal with them in full honesty in regard to this. If the foundation has already acknowledged the value of the project, it is not going to be frightened off if the cost estimates are realistic and it is fully aware of possible continuing financial need for which it will be responsible.

Smaller Foundations—Now let me turn to the value system used by those foundations which I would categorize as local foundations, although even some of the national ones might operate in a somewhat similar manner. How a dividing line can be drawn is difficult to say. Your preparatory review of the information available in *The Foundation Directory* or in the Foundation Center's files will probably help you draw this line yourself. There are the obvious: a foundation which operates only in one city, or a foundation which your previous analysis has shown makes varying kinds of grants to varying kinds of institutions with no definable program pattern.

In these a program officer will be looking more at the value of the project in itself—not at its transferability or its national impact. Is the problem one that needs solution? Is the proposal soundly conceived to accomplish its stated objective? What is the track record of the institution? Is it highly regarded in its specific field of interest? Does it have the human resources to carry out its proposal? I should make a parenthetical note here that all of these questions will be asked by a large foundation as well, but in the context of the other value questions I've already stated.

On the point of human resources, I do not mean that an institution needs to be fully staffed to carry out a new project before asking for a grant; the assistance requested may very well be funds to expand an institution's staff. I am referring more to the institution's leadership. Foundations are primarily in the business of betting on people, on the ability of human beings to carry out a proposed activity. Even if we talk about grants for construction of a new building, we must depend upon the people who have planned the building and those who will see that it is built. So, the existing inner strength of an institution is a key element used in measuring the capability of that institution to move forward.

Should the answers to these questions be yes—there is a problem that needs to be solved; the submitted proposal is a feasible way to solve it; the institution making the proposal has a reputation as a good performer, and the institution's leadership has the ability to see this project through to successful completion—you are practically home free. The same questions that would be next asked by the program officer of a large foundation will also be asked by the program officer of a smaller foundation: How long will the project take? How valid are the cost projections? How will it be evaluated?

I have tried to sketch an investigation process that can take, in the case of a large foundation, up to a year to complete. The better you, as the person asking for a grant, prepare yourself through your knowledge of a foundation's specific interests or the general direction a program officer's analysis might take, the less pain this process will cause you.

I'm sure I have not asked all the questions that every foundation program officer may ask a prospective grantee, but if I've given you a modicum of insight into the strange world of giving money away, then I will have served you and my foundation colleagues well.

Robert A. Mayer is Assistant Director, Grants, of the New York Community Trust. He was formerly Officer in Charge of Logistical Services and Assistant to the Vice-President for Administration of the Ford Foundation. *This article is adapted from one which appeared in* Library Journal, *July 1972. The adaptation was first published in* Information Quarterly, *October 1972.* *Copyrighted 1972 by Xerox Corporation.*

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Why Law-Related Proposals Succeed or Fail: Some Preliminary Answers

Charles J. White, III and Joel F. Henning

Inevitably, the funding process seems like an impenetrable mystery to applicants and others on the outside. Applicants conceive of a program, create a draft proposal, meet with appropriate agency or foundation officers, revise their proposal, and then submit it. At this stage, contact with the funding agency, which in the past may have been open and useful, now becomes less so. The program officers with whom you have dealt no longer may be permitted to discuss the proposal with you. More important, at some point, the decision may pass from them to the Board of Directors or some other higher authority. The criteria these men and women use is often not clear to those on the outside, and those whose proposals are not funded may be excused for thinking that criteria are, if not arbitrary and capricious, at least a good deal less explicable and open than they might be.

In an effort to remove some of the mystery, and explain the priorities of funding agencies to projects (as well as the needs of projects to funding agencies), the Special Committee on Youth Education for Citizenship recently completed a study,* financed by the Law Enforcement Assistance Administration of the U.S. Department of Justice (LEAA), of the funding of law-related citizenship education projects. Though the study elicits data from other government agencies and private foundations, it concentrates on LEAA offices and agencies because LEAA has been the single largest source of support for law-related programs. Moreover, the LEAA budget has grown rapidly and probably will continue to grow. In its first four years, LEAA appropriated over one and a half billion dollars for its program activities, with the budget for fiscal 1972 over ten times that for fiscal 1969. LEAA was funded in fiscal year 1973 at 900 million dollars.

To implement this study, questionnaires were sent to 1) the national and regional offices of LEAA, and to LEAA planning agencies in all states, the District of Columbia, and four territories; 2) approximately 30 foundations which have funded law-related education projects; and 3) 200 law-related education projects. The data presented here is drawn exclusively from the questionnaires returned by LEAA offices and planning agencies.

Before the data is discussed, a number of qualifications have to be made. This information refers only to LEAA funding sources. Though most LEAA offices and agencies (63%) do fund law-related citizenship education programs, and though LEAA undoubtedly accounts for the largest share of the funding of law-related programs, the priorities and funding criteria of LEAA agencies and offices are undoubtedly different from those of other sources. In addition, the data presented here is drawn from only 10 of the 25 questions on the LEAA questionnaire. Finally, this article represents only a quick glance at findings.

This article, then, should not be taken as an infallible guide to funding criteria of foundations and government agencies, or even of individual LEAA agencies, but should rather serve as an indication of criteria reported by a number of funding sources which have been active in evaluating proposals from law-related citizenship education projects. Though we hope the findings will have some general significance, and will be useful to those seeking funding, projects seeking funding should still be at pains to determine the interests and priorities of each funding source they approach.

The Demand for LEAA Funds

A major factor in evaluating the performance of LEAA units with respect to their funding of law-related citizenship education projects is the gross demand for financial support. Over the past five years, 36% of reporting LEAA units indicate they have received no applications for such funds. Moreover, 46% have received only 1 to 5 applications in the last five years—less than one application per year. Only 18% have maintained a high level of activity in this area, i.e., have received at least six applications in the last five years.

*The report of that study, *Law-Related Education in America: Guidelines for the Future*, has recently been published by West Publishing Company. Single copies are available without charge from YEFC.

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Responses to another question show that 38% of the LEAA offices and agencies do not solicit applications in any way and that 18% in fact only contact justice agencies. Fewer than 16% solicit applications by contacting community officials, school officials, or bar associations, or by placing notices in agency bulletins.

These findings suggest that, over the past five years, a major potential resource for the development and implementation of law-related projects has been underutilized by applicants and underpromoted by the funding groups.

Factors Favorably Influencing Decisions to Fund Law-Related Projects

An early question asked LEAA offices and state planning agencies to select four of 15 factors that would "most favorably influence your agency's decision to fund a proposal for a K-12 project." Respondents were asked to rank their four choices in order of preference.

The most important factor was "the philosophy and objectives of the project." Nearly 30% of respondents (29.5%) selected this as the most important factor, and another 27.3% selected it as the second, third, or fourth most important factor.

The second most important factor was "the probability of the project being incorporated into school system(s) or other institution(s)." While only 4.5% ranked this as their most important criterion, 23% chose it as the second most important, 20.7% the third most important, and 11.4% the fourth most important.

The factor selected third most often was "the subject matter to be stressed." This was the first choice of 13.6% of the respondents, and was the second, third or fourth choice of another 20.5%.

The factor selected fourth most often was "the possibilities for a 'multiplier effect', i.e., the project model will be widely adapted." This was the first choice of only 4.5% of respondents, but was the second, third or fourth choice of another 27.2%.

Among the other factors, four were closely grouped, mentioned by 13 to 15% of respondents. Three deal with teaching and teacher-training ("the teaching techniques to be used," "the quality of teachers who would be involved," and "the intention of the project to provide teacher training"), and one "the grade levels to be included."

Criteria selected by approximately 10% or fewer respondents were "the number of students to be taught," "the number of grades to be included," "the quality of project administrative personnel," "the ability of the project to obtain funds from other sources," "the ability of the project to obtain volunteer support," "the regularity with which law-related studies would be taught," and "the background of students to be taught."

Several of these findings are surprising, particularly the lack in interest in number of students, students' background, the project's administrative personnel and ability to raise funds from other sources. However, there is clear interest in the long-term impact of the project, whether through institutionalization of the project itself or in its ability to serve as a model for other projects. Several other frequent responses, however, including the most important ("philosophy and objectives of the project") and third most important ("subject matter to be stressed"), are not specific and must be clarified by the answers to follow-up questions.

Preferred Areas of Support

The responses to another question on the survey —"assuming funds were available, choose from the subjects listed below the *four* areas you would most likely fund"—provide insight into what LEAA offices and state planning agencies mean by "subject matter." Respondents were given a choice of 16 law-related subjects and, as in the previous question, asked to select and rank the four most important.

The first choice of 20.5% of respondents was "rights and responsibilities of citizenship, including participation skills." This was the second, third, or fourth choice of another 29.5% of respondents, meaning that half of those responding ranked this as one of their four most important criteria.

This was very closely followed by "judicial process, administration of justice," the choice of more respondents (56.8%), though the first choice of fewer (13.6%).

Three other responses were very closely grouped. The response selected third most often was "police and law enforcement" (the first choice of 13.6% and the second, third or fourth choice of 25%). The response selected fourth most often was "Bill of Rights, including individual rights and responsibilities" (the first choice of 11.4% and the second, third or fourth choice of 25%). The response selected fifth most often was "basic legal concepts (e.g., fairness, authority, etc.)," the first choice of 11.4% and the second, third or fourth choice of 20.4%.

A number of responses received moderate support. Each was marked on approximately 7 to 20% of questionnaires. They were (in order of most frequently chosen) "state and local law," "juvenile law," "Constitutional law," "corrections," and "drug law."

Several responses received virtually no support. Only 4.5% of respondents chose "consumer law (contract law)" and "legal careers," and no respondent chose "tort law," "urban law (e.g., welfare, landlord-tenant, etc.)," and "environmental law."

Responses to this question seem to indicate an interest in broad areas which may give students a

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greater understanding of basic legal concepts, citizenship, the judicial process, and fundamental rights and responsibilities. Much less favored are narrow subject areas which may give students knowledge about a specific area of law.

Preferred Evaluative Data

Responses to another question—"of the criteria listed below, which *three* would most characterize the kind of evaluative data you would like to see from a project which you have funded?"—further clarify the priorities of LEAA funding agencies. As in previous questions, respondents were asked to rank their choices in order of importance.

The criterion mentioned most frequently was "evidence of reduced juvenile crime." This was the first choice of 25% of respondents, and the second or third choice of another 20.4%.

Mentioned almost as frequently was "evidence in the children of appreciation and respect for legal processes." This was the first choice of 20.5% of respondents and the second or third choice of another 22.7%.

Two other criteria received substantial support. These were "evidence in the children of increased information about the law" (the first choice of 9.1% and the second or third choice of 33.8%) and "evidence in the children of responsible citizenship participation" (the first choice of 9.1% and the second or third choice of 27.3%).

Responses chosen less frequently, in order of frequency, are: "evidence in the children of development of moral and ethical values" (mentioned by 29.5% of respondents); "evidence of widespread teacher participation and support" (mentioned by 22.7% of respondents); "evidence of community support for the project" (mentioned by 17.1% of respondents); and "evidence of good administrative organization within the project" (mentioned by only 6.8% of respondents).

It is clear from these responses that LEAA agencies care relatively little for indices of success based on teacher and community support or administrative competence, and care greatly about evaluative data showing changes in the behavior or attitudes of children. In particular, the agencies would like to see data showing that courses have had an immediate impact on lessening juvenile crime and increasing respect for law, and have rather little interest in criteria less immediately relevant to law enforcement (e.g., developing moral values or stimulating responsible citizenship participation).

Preferred Grade Levels

One of the somewhat less important factors that would influence agencies to support a law-related citizenship education project was the grade levels served by the project. A later question—"assuming funds were available, in which grade level would you most like to see law-related projects implemented"—elicited more information on this point. Respondents were asked to choose only one of seven responses.

Generally, much more interest was shown in programs reaching all of the K-12 grades or high school and junior high school students than programs reaching only elementary school children. 35.1% of those responding would prefer to see programs in grade 7-12, with an additional 10.8% specifying grades 7-9 and an additional 13.5% specifying grades 10-12. In contrast, only 2.7% would prefer to see programs in grades K-6. Moreover, within this age group, interest rises in direct proportion to higher grade level. Not one respondent would prefer to see programs in grades K-3, while 10.8% would prefer grades 4-6. However, a large number of participants (27%) would like to see programs which reached all grade levels.

These responses seem to indicate that there is a considerable interest in programs which exist at many grade levels. However, those respondents who chose particular clusters of grade levels evinced a clear preference for upper level courses. On the basis of this information, it seems that junior and senior high school programs have a distinct advantage over primary grade programs.

Groups Which Can Favorably Influence Decisions to Fund

Another question asks agencies to select three groups, in order of importance, "which could most favorably influence your decision to fund a K-12 project." Respondents were asked to choose from among eight groups.

Not surprisingly, the overwhelming choice was "law-enforcement officials (e.g., police, judges)." 45.5% of respondents chose them as their first choice, with another 29.5% ranking them as a second or third choice. The second most important group was "educators." While only 9.1% chose them as the most important group, 56.8% marked them as a second or third choice. The group selected third most often was "students." 13.6% of respondents named them as the most important group, and 25% ranked them the second or third most important group.

Other groups, in order of importance, were: "bar associations, lawyers' groups" (marked by 31.7%); "community or state politicians" (marked by 27.2%); "parents groups" (the choice of 15.9%); "service groups (e.g., League of Women Voters)" (the choice of 9%); and "news media" (the choice of 6.8%).

This finding suggests that projects would do well to actively involve (and get official or unofficial endorsements from) law-enforcement personnel, judges, and other representatives of the criminal justice system. Similarly, active involvement of and support from educators would also seem to be rec-

ommended, with expressions of interest and support from other groups being considerably less important.

Factors Influencing a Decision Not to Fund a Project

One question elicited information of interest to all projects seeking funding. It asks agencies to choose which of 7 factors would "most affect your agency's decision NOT to fund a proposal for a K-12 project . . . assuming funds were available." Respondents were asked to mark only one choice.

The factor most often chosen—and indeed chosen by half of the respondents—was "the stated objectives do not seem to coincide with the goals of our agency." This may reinforce the finding of the question which asked agencies to list the factors which would positively influence funding. In response to that question, the first choice was "the philosophy and objectives of the proposal," which may in part mean "objectives which do coincide with the goals of our agency." This again indicates the importance of preliminary contact with funding sources to determine their areas of interest.

The other choices—excluding the second most often chosen, "other,"—were (in order of preference): "the stated objectives do not seem to fit the needs of the community which the project will serve" (11.1%); "the community which the project will serve does not seem to want such a project in its school system" (8.3%); "the proposal is too vague" (also 8.3%); "there is no provision for evaluation within the proposal" (5.6%); and "the proposal provides no scientific data on the effects of K-12 projects" (2.8%).

As before, the emphasis is heavily on "stated objectives," with much less interest in community support and even less in evaluation.

Time Needed to Evaluate Proposals

Finally, we include responses to the question "How long does it usually take to evaluate a proposal for an education-related project."

Most LEAA agencies seem to process such proposals expeditiously. Forty-one percent require 1-2 months to evaluate a proposal, and 30.8% require less than a month. The other responses were 3-6 months (10.3%), 7-12 months (0%), more than a year (5.1%), and "varies widely for each proposal" (12.8%).

This finding should hearten funding applicants, who hope for both a favorable *and* a speedy response, though the question does not elicit information as to when funds are actually forthcoming for favorably-evaluated proposals.

Conclusion

In deciding on whether to fund proposals from law-related citizenship education projects, LEAA agencies and offices seem to stress the compatibility of objectives of the project and agency objectives. Not surprisingly, in view of LEAA's mandate to improve law enforcement in the United States, agencies prefer to see evidence of reduced crime or greater respect for law as a result of programs, and rely more heavily on the endorsements of law enforcement officials than of other persons in the community. On the other hand, survey data seems to show that LEAA agencies are not narrow in their perceptions of law-related citizenship education programs. Considerable support is shown for teaching those aspects of the law which are not closely tied to law enforcement (e.g., Bill of Rights, moral and ethical values, basic concepts).

Though some interest is expressed in the endorsements of educators and evidence of teacher-competence and enthusiasm, these matter less than the endorsement of law enforcement officials. As another indication of the primacy of law enforcement aspects, evaluation methodology is of very little interest, though one suspects that it would be of great interest to an educationally-oriented funding agency.

Like most funding agencies, LEAA offices and agencies hope for eventual institutionalization of funded programs. Few if any funding sources wish to fund a project in perpetuity, and so this desire to see successful programs become an integral part of school systems or other institutions is expected. Similarly, it is not surprising that LEAA agencies and offices hope that their programs will serve as a model for other programs. This is a widely-accepted way of maximizing the impact of the funding dollar.

What is surprising is that LEAA offices and agencies seem to have little interest in general community support, volunteer help available, demonstrations of worth as testified to by other funding support, and administrative competence. However, indications of community support and interest of other funding sources can only be helpful to grant applicants, and surely all applicants will want if at all possible to demonstrate the competence of administrative personnel.

Of course, as mentioned earlier, these findings, while (we hope) generally helpful, are no substitute for detailed information about the particular funding source, whether LEAA or other, to which you contemplate making an application. To let this article substitute for research into particular funding sources would be at best careless, and could well be fatal to your chances of eventual funding.

Joel F. Henning is the former Staff Director of the American Bar Association's Special Committee on Youth Education for Citizenship; Charles J. White, III is an Assistant Staff Director of the Special Committee.

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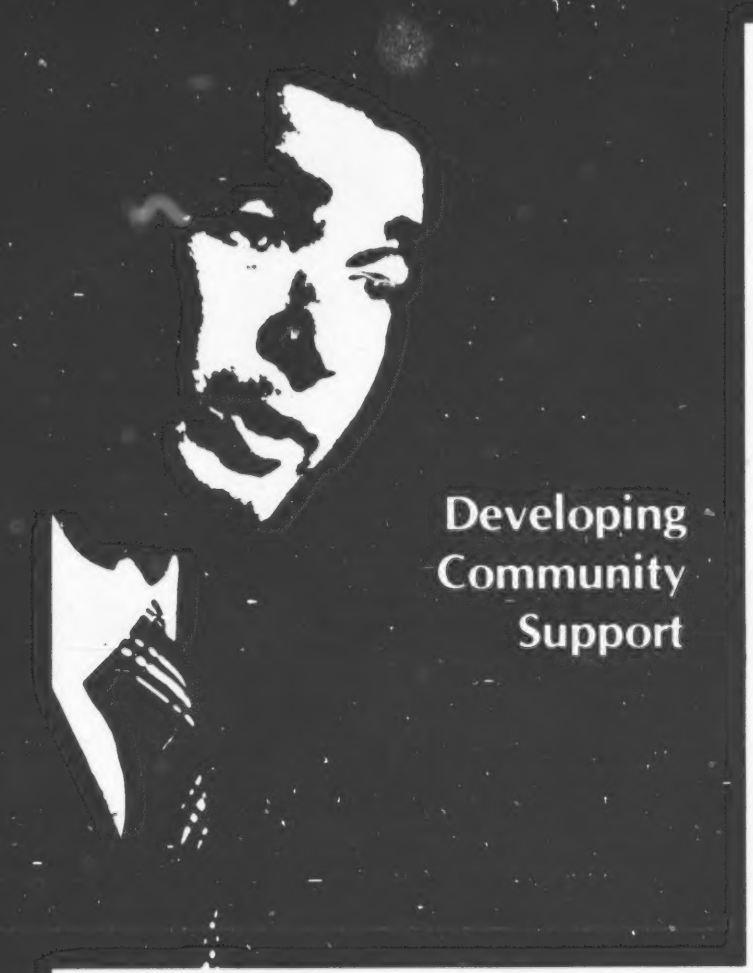

Developing Community Support

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Raising Funds from the Local Community for Law-Related Educational Projects

Vivian Monroe

Community fund raising involves enlisting support from a wide range of local individuals and organizations. It is an arduous task, but it must be pursued if law-related education projects are to have long-term funding. More than 200 law-related education projects, including the Constitutional Rights Foundation (CRF), are faced constantly with the need to obtain additional funds for staff and project development. The purpose of this article is to offer some insight as to how CRF raises money for projects in the field of law, citizenship and the legal process, in order that other projects may benefit from our experiences.

The Constitutional Rights Foundation was organized in 1963 by a small Board of Directors to encourage improved teaching of the Bill of Rights and Constitution in the schools of California. In the past few years, we have worked successfully with bar associations, agencies which administer our justice system, and the educational community whose responsibility it is to prepare young people for responsible citizenship. As a result of eleven years of activity, CRF has slowly built its base in the community and is now recognized nationally. Our progress has been caused, I think, by long and careful building of community financial support along with program development for Foundation projects.

CRF raised $11,000 its first year. In 1975 our budget is almost $700,000 which, of course, *now* includes three major grants, one from the Law Enforcement Assistance Administration for "Youth and the Administration of Justice," and two from national foundations to launch a national consulting operation. These latter grants enable us to assist those groups throughout the country which want to develop similar community-sponsored programs. You may contact us at the Constitutional Rights Foundation Law, Education, And Participation Project, 6310 San Vicente, Los Angeles, California 90024. The Midwest Regional Office is located at Forest Park Community College, F. Tower, Suite 316, St. Louis, Missouri 63110. The Eastern Regional Office is located in the Temple University Law Center, 1715 North Broad Street, Philadelphia, Pennsylvania 19122.

There are many advantages in building a community organization. Most important, a community base enables you to continue basic programs even if all major grants expire. This, it seems to me, is essential, since many projects simply disappear when their grants expire. For example, our 1975 budget requires that $125,000 be raised locally. While we do not always realize that full amount, we are capable of raising at least $75,000 annually. This means that we can keep our staff and meet minimum program needs even if our major grants expire.

Other advantages include freedom to cooperate with other groups without receiving approval from the sponsoring agency, and ability to alter goals and change direction of activities when needed, since not all programs are tied to major grant proposals. Also, contributors will often help in program activities. For example, lawyers who assist financially may also volunteer for classroom appearances, or take part in law-related workshops.

There are, of course, disadvantages, but they can be overcome with time, effort, and perseverance. It takes a long time to build community financial support and to receive wide acceptance for your activities when you are not university based or an integral part of a well established organization. Organizations affiliated with a major university (or hospital, research center, etc.) automatically have a certain legitimacy with funding sources which you will have to strive to achieve. Often considerable time is spent convincing the "powers that be" that you are a worthwhile organization whose directors and staff are of high caliber. Meanwhile, money must be raised constantly to pay monthly bills. However, if your project has initial funds from other sources, you can—and should—build community support while your basic expenses are being met. If your project does not have initial funding, you may, as we have, meet expenses and build a

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base for future growth, through determined effort.

I will begin by outlining briefly steps you might take in developing your own plan. This is followed by a more detailed description:

1. Develop a brief statement of your general purposes which includes your goals and the importance of your "cause," and cites the need for your program.
2. Form a Board of Directors.
3. Under the laws of your state, organize a not-for-profit corporation and apply to IRS for tax-exempt status.
4. Hire a staff director and locate volunteers.
5. Develop a first year budget and *simultaneously* schedule your first year's program.
6. Send regular press releases and publicity to newspapers and other organizations.
7. Solicit funds through regular program activities:
   A. General contributions from local businesses and individuals, based on your program activity needs.
   B. Financial contributions and support from other organizations (e.g., bar associations) for cooperative programs.
   C. Fund raising through supporting memberships (and publications).
   D. Large gifts for a specific project (one to three year pledges) or grants from local foundations or individuals.
   E. Proposals to foundations and government agencies for innovative programs requiring larger grants. (I will not describe this procedure since it is being covered in other articles).
8. Solicit funds through fund-raising events not related to program.

Developing a Statement of Purpose

The most difficult aspect of fund raising for a community-based program is to convince your potential contributors of the importance of your "cause." I learned this the hard way. After five years of what I thought was successful fund raising and the building of a financial base for our Foundation, one of our Board members invited a friend to attend a CRF benefit. "What is CRF?" asked the friend. When our Director explained our program and the importance of our work, the friend replied, "Why, you are not even a disease!" I cite this anecdote because it is an example of how important it is to explain your work in a few simple sentences.

You obviously cannot show pictures of diseased or handicapped children, but you can make an effective appeal. For example, we now can point out that during this critical period of our country's history young people must learn about our Bill of Rights and Constitution and must be given a practical knowledge of how democracy works. Otherwise, our youth may well be seriously handicapped citizens. One of your first tasks should be developing a forceful and concise statement of purpose for your project. This statement of purpose should appear prominently in all of your literature.

For ning a Board of Directors

Our original ten-member Board of Directors was composed of educators—including law school deans, and university presidents—lawyers, judges, and local business and community leaders.

In selecting your first Board of Directors, judges can be particularly helpful in that they are often in a position to nominate prominent lawyers and representatives of the justice system. Indeed, you may well want to approach several judges to serve on your Board in order to have representation from various benches. A law-related project should consider as directors the dean of a law school, an officer of a bar association, a high official of the public school system (preferably the superintendent), and the president of a university. Business leaders and bankers are a must, particularly since they have contacts in the business and financial communities where you will raise much of your money. Another important group are men and women who are "community leaders" with extensive experience as volunteers elsewhere. These individuals can do a great deal of work for you.

In addition, you may wish to have a local government official, keeping in mind the non-partisan nature of your operation. Of course, you will also want to have a Board that is somewhat representative of the racial and ethnic composition of your community and includes a number of women members.

At present, the CRF Board of Directors has been enlarged to 45. These directors represent various political persuasions, to keep the Foundation politically non-partisan. Each director's nomination is based on at least one of three criteria: 1) ability to give or raise funds, 2) importance in the community and willingness to contact other prominent leaders, or 3) ability to assist in program development.

It has been our experience that every board member must make a commitment to assist in at least one of the above ways. In the beginning you may want to select a few prominent leaders for the prestige they give your organization. When you are well established, drop those who have not been helpful in any way.

With all our caution, we have not always succeeded in getting our directors to help us raise large sums of money or take major responsibility for fund raising. However, our staff is constantly aware of the need to induce our directors to help

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with fund-raising projects, and we continually try to work with them.

Forming a Not-For-Profit Corporation and Applying for Tax-Exempt Status

These tasks should be undertaken as soon as possible after the formation of your Board of Directors. They ideally should be the responsibility of an attorney-member who can serve as Secretary-General Counsel of your Board. (This provides a good example of the volunteer services in-kind which enable you to keep costs down and so make the burden of fund raising a good deal easier.)

Tax-exempt status is absolutely essential because it means that contributions to your organization will be tax-deductible. In order to raise funds while your application to IRS is pending—and it may take several months—funds which you solicit will be tax-deductible, retroactively, as soon as you secure your tax-exemption. You may also wish to explore the possibility of securing recognition as a public charity (one which secures more than 10% of its revenues through public giving), because it may offer certain advantages. Ask your attorney about this.

Building a Staff and Using Volunteers

In addition to establishing a Board of Directors, the hiring of a competent and imaginative staff—as well as securing the services of volunteers with useful skills—must be of major concern. In 1963, CRF had one part-time paid employee—me! I organized a Teachers Advisory Committee whose members volunteered their talents by offering to write, lead workshops, and give program advice. This committee (which still exists) served as CRF staff until such time as we were able to hire our first part-time and then full-time professional staff, most of whom had been members of the TAC. A Lawyers Advisory Committee was also organized for the same purpose.

One of the by-products of a community organization is the involvement of volunteer resource personnel, particularly lawyers, justice agency personnel and other professionals who work with teachers and students in the schools or community. These free services can triple your resources without tripling your budget. It has been a source of great pride and sometimes surprise that we get so much work done for so little money, because of the in-kind services of these interested and dedicated professionals.

The first executive hired should be someone who has organizational skills and is familiar with the community. The Executive Director must "sell" the project both financially and educationally from its beginning. This means that he or she cannot really devote full time to directing educational work, but should spend equal time publicizing the organization and raising financial support to hire an educational staff.

The second staff member should be an educator, preferably a teacher with leadership ability, imagination, and experience, who can write grant proposals and materials. All of our staff members are experienced secondary classroom teachers. Our first two staff positions were made possible by small national grants, secured after we had been in operation for four years using volunteer educators and raising local financial support. Because of our community financial base, we were able to continue to employ them through local fund raising after the grants expired. Two additional staff professionals were hired last year to work as project coordinators for our recent LEAA-funded "Youth and the Administration of Justice" project. If funding is not forthcoming, we will not be able to retain them. We should, however, be able to continue with our basic programs and our original minimum budget.

Planning Your First Program

I do not recommend the launching of a community organization and program unless you can live through the problems of *first* planning an annual program and *then* raising the financial support. There is absolutely no point in seeking funds for a program that is not actually scheduled and may never take place. Those who give money do not want to support a tentative idea. You, therefore, must take your chances that contributions can be raised, and develop a step-by-step program which includes both fund raising and educational efforts. This method is hard on the nerves but has paid off for CRF, which has always operated in this way.

The Foundation at its inception established two major goals on which we base our entire program. Since we are a small non-membership organization, these objectives require minimum funding but result in major impact.

1. *Acting as Catalyst.* We always make it a point to work with other agencies such as bar associations, school districts, justice agencies, and other community organizations. We cooperate with these groups and offer consultation which encourages others to carry on law-related projects.

2. *Engaging in Supplementary Activities.* We develop supplementary materials and activities which augment existing curriculum and can be used with other materials in the field. Our role-playing games and *Bill of Rights Newsletter* seek to involve young people in the practical operation of the law outside the classroom.

We believe that these activities result in major influence (and high visibility for CRF), but are within our ability to raise funds. I strongly suggest that you tailor your program to realistic funding expectations.

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Publicity

Directors and staff should appear on as many programs put on by local organizations as possible. Be constantly aware of the public relations value in every program, both those of other organizations and those which you sponsor. Be sure to send press releases for every event that you hold. It is also important to phone personally to arrange for a special news story or to request television coverage. On some events, it is best to phone the education editor (whom you should have gotten to know previously). On other events, those with wider interest, phone the news editor. Reprint the publicity you receive in local papers or publications for circulation to educators, board members, and donors. It is the cheapest and best way to publicize your activities.

You should also prepare an annual report and mail it to your past, present, and prospective supporters so they will be apprised of your progress. Be sure that it is presentable and yet not too elegant. There is a fine line between overspending for frills on mailings, invitations, and reports, and underspending by mimeographing or producing sloppy materials.

Raising Funds Through Program Activities

These activities are described in our newly published manual, *Education for Participation, A Development Guide for School Programs in Law and Public Affairs** by Todd Clark, National Educational Director of CRF's new National Project—Law, Education And Participation (LEAP). The manual offers in detail ways to organize specific educational projects that have been a part of our work. This guidebook gives step-by-step plans for anyone interested in the activities that CRF and other groups have carried out using community resources which bring together cooperating community organizations. I will, therefore, discuss only the fund-raising potential for some of these activities.

In the following description of our annual education program, through which we raise our local budget, I have attempted to sketch a brief description of activities which may serve as models. Of course, other groups will want to adjust their programs to the particular needs of their own community.

Law Day Conference. A Law Day Conference is held annually on a Saturday near May 1 (Law Day). This event is the highlight of a "Law Day Semester" carried on in ninety secondary schools during second semester of the school year. The program has featured various topics: "Youth and the 26th Amendment," "Crime, Violence and American Youth," and "Justice in America—Fact or Fiction?" It is sponsored in cooperation with Los Angeles City and County Schools and many community organizations, and is held in the Superior Court Building of Los Angeles. Last year, 1400 people (1200 students) participated in this full-day program, which is our major event of the spring semester.

This conference is an excellent means of raising funds. In January we begin fund raising for this project by soliciting support from major law firms and local corporations. Receptions, lunches for lawyers, cocktail parties, and a businessmen's luncheon can all be given to underwrite the cost of the program. Those who wish to support the conference and classroom activities financially are asked to give $1000 or more, which entitles them to be listed as "patrons" in our conference program. Those who give $500 or $250 are listed as "sponsors" or "donors."

To help finance the conference and semester program, a dinner is held at a local hotel Friday night to launch the Saturday event. Patrons, donors, and sponsors receive up to 10 tickets for the dinner. Regular dinner admission is $25-$30 a plate. Since costs of the entire program are already absorbed, we invite teachers to attend at a special rate covering only the dinner expense. Seats not used by supporters are offered free to students and law enforcement personnel, so that the audience represents a true cross section of our community. Dinner speakers have included Senators Charles Percy, Marlow Cook, Birch Bayh, George McGovern and Abraham Ribicoff.

To secure nationally prominent speakers, we have found that our Board of Directors is tremendously helpful. Many of them know such individuals personally and can arrange for a speaking date.

Businessmen's Luncheon. During the spring we have also held a businessmen's luncheon with a noted speaker for the purpose of developing the interest of local businessmen in our work, and particularly in supporting our Law Day Conference and dinner. The luncheon is hosted by our directors, who each invite, as their guests, a few important businessmen and lawyers. Previous speakers have been Judge William Matthew Byrne, Jr.; L.A. County District Attorney Joseph Busch; Father Merrified, President of Loyola University; Dan Walker (now Governor of Illinois); and Wilson Riles, California Superintendent of Public Instruction.

This luncheon is not a fund-raising activity *per se*, but rather a prelude to fund raising where we describe the Law Day Conference and dinner. Luncheon participants, who now have some knowledge of our general program as well as specific

*The manual may be obtained from LEAP, Constitutional Rights Foundation, 6310 San Vicente, Los Angeles, California 90024. $3.00 plus postage.

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program activities, are solicited either at the luncheon or the following week for contributions.

Our other programs are not tied quite as closely to fund raising but all of them do provide fund-raising possibilities. Each may be underwritten by contributions from the community, and, at the very least, they increase CRF's public recognition.

Summer Programs have included in-service courses in law-related education for teachers, held either at a university or a court house. We have held a number of ten-day internship workshops on the Administration of Justice for teachers, in which they work with justice agency representatives on a one-to-one basis. Teachers pay miniumum tuition for university extension credit, with CRF covering the actual costs. Though this program requires extensive use of staff time, actual cash outlays amount to less than $250 for the entire program.

Fall Conference. Our Fall Conference is organized around a topic of interest to students. Conferences have been held on: "Kids in Crisis," "Youth, the Police and Society," "The Schools and Democracy," and "Race and Education." These Saturday activities are sponsored by the Foundation and Los Angeles City and County Schools. Teachers are invited to bring their students to a local school which is easily accessible. There is a small registration fee to pay the cost of the box lunches. Often schools pay the fees and provide buses for their students. For the past five years a role-playing simulation game has been used as the basic conference activity and volunteer teachers have been trained to be game leaders.

This conference is an example of what can be accomplished for a small amount of money. It is an easy vehicle to use for fund raising and can be both educationally and financially rewarding. It features, in this one-day program, examples of what can be accomplished in classrooms. It is also easy to persuade the media to cover this activity.

Other one-day events which can be scheduled are mock trials in the local court and camp retreats for students and teachers. All of these projects should be integrated with ongoing classroom activities but are emphasized here because they can be used for fund-raising purposes.

A note of advice—when a program is successful, repeat it each year; if it is not, drop it the next year and find a new format.

Financial Contributions and Support from Other Organizations

Lawyer Members. Over a period of three years we have increased our lawyer support by establishing a Lawyers Advisory Committee. The LAC was organized by prominent lawyers and judges on CRF's Board of Directors who invited lawyers from the large Los Angeles law firms to a series of luncheons. At these meetings attorneys were asked to become members of the Foundation. Fees are $25 for a partner and $10 for an associate. The results have been successful and many of these lawyer members now participate in educational activities.

Bar Associations. Recently, cooperative programs have been organized with local bar associations in the San Fernando Valley and Los Angeles County. CRF staff coordinates "Lawyer in the Classroom" programs which use the lawyers solicited by these associations. Both of these groups have offered financial support for staff time and material development. Neither of these bar associations had its own Youth Education Committee previously and both were surprised that more than 600 lawyers volunteered for the classroom program. This is the greatest professional response they have had to any project, and indicates a growing commitment by lawyers who wish to assist in the education of young people. It is important to note that lawyers who involve themselves in classroom visits may also be willing to give financial support.

*Bill of Rights Newsletter.** Subscriptions are $3.00 per year, which does not begin to cover the costs of the publication. This *Newsletter*, published by CRF, is our most important publication for teacher and student use. It is a major item in our budget even though it is not self-supporting. Originally, copies were sent free to every social studies department in the state of California, and now it is publicized nationally through our national consulting service. Educator members and paid subscriptions cover only about one-fourth of the annual *Newsletter* costs. I do not suggest that others attempt to issue a similar publication without major outside funding, but I strongly recommend that all organizations publish informational newsletters which publicize their work.

Educator Members. Some five years ago we initiated an annual educator membership campaign. An educational membership costs $14.00 per year. Members receive our *Bill of Rights Newsletter* with classroom sets (35) twice a year. CRF raises approximately $3,000 each year from this source. This is an example of how you can solicit financial support from educators who benefit from your work and receive technical assistance and materials.

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*The *Bill of Rights Newsletter* explores current problems of direct concern to teachers and students. It focuses on legal and constitutional issues, presenting various viewpoints, editorials, and articles. Features include a variety of classroom activities, including case studies of related recent court decisions, role-playing simulations and cartoons. The *Newsletter* may be obtained from CRF offices. Subscription: $3.00 per year.

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Fund-Raising Events Not Related to Program

Film Preview. For ten years CRF has held an annual preview of a new movie before it is released. This event is usually held in the fall at a small theater. We serve a buffet and cocktails afterwards, and charge $100-$125 per couple (tax-deductible) for the event. It has been the only social event of the year not attached to an educational effort. It nets $10,000 to $15,000. One year we held an art auction and, while it was a financial and artistic success, it required far too much staff time. As a result of that experience, I do not recommend any benefit which is apt to take a great deal of your staff time.

Volunteers. Organize a group of volunteers to support your work as do other charitable organizations. Often members of your Board (particularly the women members) will serve as volunteers. They may well be able to suggest other persons who have an interest in volunteer efforts and have gained valuable experience on other fund-raising campaigns. These volunteers can raise monies through the methods listed above—especially social events—and hopefully will work independently of program and office staff. Staff should spend as little time as possible on fund raising since this effort takes time from the educational programs, although they must explain the education program to potential donors.

Grants and Large Gifts. Before you can successfully raise money, you must assess your local community for resources. Corporation lists are available through local Chambers of Commerce or from fund-raising companies or other charitable organizations.* It may also be desirable to consider employing a professional to handle all fund raising and public relations.

Grants can be solicited from local family foundations and from potential large givers. This is an important way to obtain financial support for major programs included in your budget. One or two prominent members of your Board plus one staff member should meet informally at lunch, dinner or cocktails to present your story to prospective donors. This method will pay off with large sustaining gifts, but it is time consuming to solicit businesses and law firms in this manner. A Board member who knows the potential giver must make the appointment, and a staff person must be there to describe the project. Board members make these appointments because "high level giving" seems to work on an exchange basis between friends. In other words, one person solicits a friend for his favorite charity, and often reciprocates when he himself is asked to contribute.

There are always "angels" in each community who can be asked for generous contributions, usually for a particular project which interests them. Let me caution you, however—and I have learned this through disastrous experiences—that you should not depend on these large contributors to continue their donations forever. Often they find another interest and you are left with a big hole in your budget. It is often a good idea to have "insurance" in the form of many smaller contributors. For instance, if you lose a $5,000 supporter it is devastating, but if you have five $1000 contributors or ten $500 contributors and lose one or two of these, you can somehow manage to replace them or get along without them.

Conclusion

I am well aware that because the CRF in Los Angeles has raised large sums of money, it does not necessarily follow that projects in other cities can achieve the same results. I am sure, however, that substantial funds can be raised in all or some of the above ways in most major urban areas. CRF staff, through its national consulting service—Law, Education And Participation (LEAP)—will be pleased to assist those of you interested in organizing community-sponsored organizations or planning special fund-raising campaigns for ongoing law-related educational programs.

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*Also see *The Foundation Directory* for foundations in your state which offer grants in specific fields. (New York: Columbia University Press, 1971).

Vivian Monroe is Executive Director of Law, Education And Participation (LEAP), a National Project of the Constitutional Rights Foundation.

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Public Relations for School Programs

Richard Moore and Barry E. Lefkowitz

There are four main things to know in order to get your story printed: the media in town, the reporters, the rules and the technique.

Understanding the Media

Most of us get a great deal of our news from the grapevine. It will always be a powerful source of information and misinformation. For the printed story, however, there are probably more media in your community than you realized at first.

Newspapers are as different as people. They have personalities of their own, likes and dislikes, phobias and interests. Just as you wouldn't serve a steak dinner to a vegetarian, you will not submit a picture story idea to a newspaper without a photographer. You may circumvent this by supplying the pictures but at least you would not then have given the editor the idea you never read his paper.

It will take some study to find out what a newspaper is like. If it concentrates on national news, you can expect different treatment of your local school story. Find out when it publishes, what kind of news it has been carrying, what kind of news it emphasizes, whether it uses pictures, charts, graphs, sketches, what its editorial policy is, who reads it, and everything else you can about it.

Your own analysis of a month's issues is the first step. The editor can help you fill in the gaps after your initial study.

House Publications. This is one medium that is often overlooked in getting the school story told.

A local business or industry has a tremendous stake in the schools. If the schools are poor, it is hard to attract workers to the community. Business and industry depend on the schools as their main source of manpower.

Many banks, offices and industrial plants have company magazines or newspapers. These carry items of interest to employees, and schools are of interest because most employees are parents. If an employee is a member of the school board or the president of the PTA or chairman of a citizens' committee, that is news to the house publication editor.

Get copies of all house publications, study them, and talk with the editor about what kind of news he wants and how he wants it presented to him.

Labor and agricultural papers, as well as foreign language publications, should also be approached for coverage.

Newsletters. Clubs, churches, schools, citizens' committees, and other local groups usually have some form of newsletter to keep their members informed of activities. Even if it is just a one-page mimeographed sheet, this is a market for school news. Where the organization's members can be tied into the story, the possibility of getting the item printed is better.

Analyzing these and talking with the person responsible for getting them out will determine whether you will have this added medium for getting the school story told.

Becoming Acquainted with Newsmen

Before starting out on a program of information, a necessary first step is to talk with the editor or publisher of each medium. Explain what you are trying to do and then listen to his side. He has problems of space and staff shortages that you should know about in order to gear your coverage and copy to suit.

Especially with a daily newspaper, there is a never-ending competition for space and position in the paper. The editor will be glad to explain the volume of news he gets, the amount he is forced to throw away, and the standards he sets for those items that make the front page or get into the paper at all.

The ideal situation is to have one reporter assigned to education news. This is not possible so far on most papers. (Increased interest in school matters, however, has changed many editors' minds on this.) Whoever handles the story, you should provide him with background information on the schools, and plans for reporting education. His cooperation will depend to a tremendous extent

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on yours. Get to know him, learn what he wants, let him know he can depend on you as a source of information. Find out, too, how the newspaper is organized. The chain of command—publisher, editor, managing editor, city editor, reporter—differs with the size of the paper.

Learning the Ground Rules

Most newspapers are well-run businesses. Three main things to consider about their operation are space, deadlines and timing.

Space. The competition for space has already been mentioned. It follows that a short item is more likely to get printed than a long one—and most items are easier to understand for their brevity. They also catch and hold interest. The two-line "filler" item about local schools can be dropped in at the end of a column and serve to keep schools in the minds of the people. A filler might be a two-line quote on the value of legal and political education or one sentence about the worth of a good teacher. The purpose is to remind the reader about schools and your program.

When a story promises to be important and fairly long, let the reporter know about it well in advance. Advanced planning may save space for the story when it comes.

Competition determines whether your story goes on page one or gets buried. However, page one is usually over-emphasized as the prize position. It has been proved that more people read the comics and sports pages than the front page. Your story on one of those widely-read pages may get more readers.

The main rule is to be objective about the prominence your story deserves. If you can look at it from the editor's point of view, there is less chance you will make an irate phone call that could antagonize him into burying the school story for a long time.

Deadlines. If a deadline is missed by five minutes, you may have killed that story's chance of ever getting in the paper. Therefore, make sure to work well in advance of deadlines. However, if you do miss a deadline by some mishap, look over your material to see whether anything can be salvaged for the next day or next week, and bring it up to date.

There is a last-minute rush before a newspaper is "put to bed," and it is well to have your story in while there is still time to give it careful treatment. Find out what the deadlines are for the media you are contacting and get material in well in advance.

Timing. What is good for today's paper may be useless tomorrow. Holding a story will sometimes kill its value.

Advance notice of events will give an editor an opportunity to decide whether to send a reporter to cover it, and perhaps a photographer, too.

Most weeklies publish on Thursday or Friday. Many small-town dailies do not have a Saturday or Sunday edition. These are just two factors to consider in designating the release dates. If you mark copy "For Immediate Release" and send it to a weekly on Friday, it won't get published at all.

If your community has a five-day-a-week daily and a weekly published on Fridays, your best release date is probably the one that will get your story in the Friday edition of the daily and also in the weekly.

A story marked for release in the Saturday edition in a resort community where the Saturday paper is rarely read is a wasted story.

If your community has more than one newspaper, treat everyone alike. No system of favoring one paper over the other or of alternating stories ever works in the long run.

Mastering the Technique

Press Releases. The language of newspapers is clear and concise. If one paragraph tells the whole story, no attempt should be made to pad it. Tell the story in the fewest possible words, getting in all the pertinent facts.

Releases should be typed double-spaced with wide margins and short sentences. Try to summarize the traditional five W's—who, what, where, when and why—in the first paragraph of a news story. For feature items, more provocative or teaser first paragraphs can be used.

List the name and telephone number of the person who can supply further details on the top left of the page. Type the release date on top right. Write "more" at the bottom of each page and indicate the end with a mark like ### or 30.

Strive for simplicity and directness in all releases. Don't editorialize.

If a speech is to be given, provide advance copies accompanied by photographs of the speaker and biographical data. Try to accompany finance stories with clear charts or tables.

Beehooves and Taboos. A newspaper reporter supplied these added rules:

Don't give a reporter a story and then say, "This is off the record." Tell him beforehand. He may already know the story or want to be free to go for it elsewhere. However, a reporter will appreciate getting background information even though it is not for publication.

Don't give one newspaper an exclusive on official policy matters. Announcements should go to all papers at a time when competing papers can publish the story simultaneously.

Don't become annoyed when reporters or photographers have to create small interruptions in order to cover meetings.

Don't be offended if your releases are not used immediately, but are saved for use as background for future stories.

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Don't confuse the reporter or editor with the publisher.

Don't get upset over "undignified" (as opposed to sensational) headlines.

Don't constantly check with the editor. Frequent telephone calls asking when your story is going to be used could defeat your purpose.

Do help the newspaper build readership if the paper covers the schools well. It doesn't hurt to tell your friends about the good job a paper is doing.

Do make yourself available for comment.

Don't expect the paper to carry your public relations program all by itself.

The Art of Appreciation. A direct way to encourage any medium of communication in its attempt to tell the school story is to say thank you when it does. A letter to a television or radio sponsor, a magazine or newspaper publisher or reporter, or the editor of an organization newsletter, thanking them for an effective article or program on the schools, will let them know of reader interest and will encourage them to do more.

Another important technique of expressing a thank you is through a "Letter To The Editor." A newspaper appreciates recognition, and being recognized before their reading public serves as good public relations for them.

If something of interest took place at your school and you believe the general public would be interested, use the "Letters To The Editor" section to bring it forth. Letters must be concise. In no way indicate the paper and other media were remiss in coverage. "Letters To The Editor" are faithfully read by the general manager of the paper and use of this column will make him a lot more aware that your school is active. Following this tip will make it easier for you to obtain additional coverage in the future.

In addition, newsmen from radio and television check the newspapers. Your letter may be noticed by them.

Communicating Through Visuals

You will want to supplement news stories with photographs. Photographs can't show specifically the central ingredient of education—the transfer of an idea from one brain to another. But they can show just about everything else.

They can show the pupils, the teachers, the textbooks, the building, the school board, the people at the polls. They can show children learning by doing, out on field trips, watching educational films, listening to a teacher read. And they can do all this more quickly and successfully than a great many words.

Because pictures can show reactions and convey atmosphere and moods, good school pictures can almost force the viewer to see in his own mind the very ingredient which the picture has omitted.

Even though pictures can do all these things, we do not see many educational photographs in our newspapers and magazines. We don't see them because too many people lack knowledge about how newspapers and magazines take pictures and use them and what kind of pictures they are seeking. Newspapers and magazines are always looking for photographs.

One of the first rules to follow in considering the use of pictures is to find out ahead of time if there is interest in the subject. A great many editors of newspapers, and national magazines, too, would be far happier if they were better informed about events which will take place. Many subjects which might not appear photographic to the novice cameraman may be to those who have specific journalistic needs. A great many publications which will not lower their standard of excellence for amateur pictures would send one of their own professional photographers to cover an event if they knew about it in advance.

Many schools, however, will be faced with the problem of supplying and submitting their own photographs.

Here again the rule is: make preliminary inquiry, either by letter or phone. Armed with such information, for instance, as knowing that the picture section of the local newspaper wants a series of shots on a school bond election parade, a photographer can go about the assignment more wisely. He will know that it's the pictures—not text—that must tell the story.

Selecting Visual Subject Matter. One yardstick to apply to individual pictures is that the more action and activity they show the better. Today, few newspapers will be satisfied with pictures which merely show the people involved in some educational project lined up looking straight into the camera. Papers and magazines ask for something more imaginative—something with movement and liveliness.

The unusual makes news. But with pictures, you can also say that unusual ways of looking at ordinary things make news.

The fresh, startlingly different look at some well-known subject is often the most effective kind of photograph of all.

Those connected with the schools might find an infinite number of good picture subjects in ordinary things that happen around the school every day, which, seen from a fresh angle, appear extraordinarily interesting. Then too, children are always attention getters.

For a picture story—a series of photographs on the same overall subject—the essential problem is variety. The photographs should not be taken ten feet from the subject with the important elements composed vertically. There should be close-ups and distance shots; there should be pictures with people involved and pictures showing the setting; there should be horizontal pictures and vertical pictures.

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And editors love to be given a choice which will ease their layout problems. The pictures should tell the story.

Preparing the Photographs for the Press. If a free lance photographer has done a series of pictures or a student or parent has taken some shots which might be used in a newspaper or magazine, submit the "contact prints" (sheets of same-size prints of the negatives). The contact print technique of submission is good because:

- it is professional practice to print an entire roll of film on one sheet of paper so that all the frames are visible at once;
- it obviates laborious leafing through individual snapshots (some of which might get lost in the shuffle);
- it makes for a far easier printing job for any darkroom;
- it allows the editor to compare one picture with another more easily.

From the standpoint of the person who takes the pictures, contact prints make his filing more simple. They give him a better idea of which pictures are worth perfecting and perhaps how best to enlarge some of them.

A newspaper or magazine may decide against actually covering an event but then change its mind after seeing a good set of contact prints. The publication then takes the negatives and makes the enlargements in its own darkroom.

When you submit a picture, a 5" x 7" glossy print reproduces best.

Another use of the pictures taken is to provide contact with radio and television. Send a series of the photographs from a particular event to their news department directors. Sometimes this will bring about an interview concerning the project. This also will bring about future coverage if the studios are impressed with the materials they received.

Using Other Media

Newspapers cannot be expected to shoulder the whole burden of a public relations program for the schools. To do a complete job of reaching everyone in the community, all media of communication should be used.

This article primarily deals with newspapers. It would take a full supplement to deal properly with the important media of radio and television. However, many of the principles that were spelled out for newspapers apply to radio and television. It is just as essential to know your program director as it is to know the local reporter. It is just as important to understand how radio and television work as it is to understand the problems of the newspaper editor. It is just as foolish to approach a program director without having listened to his station as it is to approach an editor without having read his paper.

There are approximately 5,000 local radio and television stations now in operation in towns and cities across the nation, and the number continues to grow. These local stations are offering their microphones and cameras more and more to local groups wanting to tell the community about their schools.

News Coverage. Spot news items that go to the local newspapers should also go to radio and television newsrooms. Because a news roundup takes 15 minutes at the most, you cannot expect your item to get more than part of a minute.

However, special school events, especially if the stations know about them well in advance, might be covered in a special events program. Public service time is often given to roundtable interviews and panels.

School problems are dramatic problems and can often, with station help, be put into documentary or dramatic form for local broadcast.

The best way to find out what the stations can use is to discuss your plan with program managers.

Public Service Messages. Your local radio or television station manager will be the first person you approach in your efforts to get school-related messages aired. He may send you to another member of the staff to work out technicalities, but he's the one to whom you should first show your interest in getting the material used.

Station managers, like newspapermen, are anxious to present material which is of interest to their listeners. Like newspapermen, too, they will respond more to a friendly approach. Media managers recognize their role in disseminating public service appeals and will usually use the announcements. But an extra push from people in the local community may decide how often the announcements are put on the air.

Radio. Securing radio station publicity for public education purposes requires a two-pronged attack. The first area is the realm of public service announcements. For example, if a school is holding a mock trial competition, it may wish to invite the general public to attend. A rule of thumb for a public service message is that it should last approximately thirty seconds.

The school should submit to the station a public service announcement short and simply worded, with all the important information contained in the body of the submitted text. It is most important to accurately determine the timing before submitting it to the station. Usually, radio stations will prefer to have representatives of your school or community participate in the announcement. This saves them the time of having to utilize their own staffs.

News releases represent your second and more valuable tool. These releases could involve news of major events that took place in your school district, a service performed by the school for the commun-

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ity, or an honor bestowed on your project. A news release usually will be alloted fifteen to thirty seconds on the news report. Sometimes news that is of extreme importance will get a longer airing.

When writing a news release, there are a few cardinal rules which should be followed:

- it should be written so it can be read by the newscaster right from the sheet;
- it should be typed, double-spaced, in order to leave room for the newscaster to fill in any changes or additions;
- it must be written succinctly;
- it should be written so that the audience completely understands the message.

You can use radio in another way. Many radio stations conduct "talk shows," and they are always eager to find people who will be of interest to their listeners. If your project is doing interesting things, by all means try to arrange for your project director and some teachers to appear on a show.

Some radio stations will tape telephone conversations if you or the station are unable to meet for the purposes of an interview. Much can be done through a phone call with the station.

Television. You can use television much as you use radio. UHF television studios often provide more local coverage than major studios, but proper handling of even major studios will bring results.

A television studio normally allows thirty seconds, forty-five seconds or one minute of air time for public service announcements, but under some circumstances they will even devote one-minute fifteen seconds or even one-minute thirty seconds. Television air time is more accessible when you have your own message written up and properly timed.

A good public service message will contain dialogue and "action." By the word "action" we mean the use of pictures, slides, films or actors. There should be explicit directions on the use of action.

You will find that most participants in a public service announcement will be nervous. This can be partially alleviated if they arrive at the studio before the crew arrives. There's a big difference in atmosphere between rehearsing at school and in front of cameras.

An important factor you should take into account when making an announcement or appearing on a television discussion show is the color of your clothing. Very few television studios video tape announcements in black and white. Make certain that all participants are aware of this information since it can make a huge difference in how clearly the individuals will appear. Color video taping requires that brightly colored clothes be worn. However, it is best to avoid wearing multicolor shirts or jackets. Do not wear white! Color cameras are very sensitive to it. On television white tends to show up with a haze around the portion of the body covered by it. To avoid disaster remember to ask the studio what color back-drop is used in the studio. A blue back-drop calls for wearing apparel other than blue. If someone wears the same colors as the back-drop this causes a blending affect which brings about a loss of the person's outline.

If at all possible avoid video taping a public service announcement which consists only of an individual talking. This becomes boring after fifteen to twenty seconds.

The text of the announcement should be written so that the director can simultaneously see both the dialogue and the action which is to be shown on the television screen.

Adapted from School-Community Communications (*Trenton: New Jersey Urban Schools Development Council, n.d.*)

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Institutionalization
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Grantsmanship and Institutionalization

Barry E. Lefkowitz

This article is designed to give you practical help in developing and sustaining support for legal and political education projects. It is largely based on the experience of the Institute for Political/Legal Education, an organization which has grown in five years from a one-classroom, minimally-funded project to an amply supported project encompassing school districts throughout New Jersey.

Not all of our experience will be of value to you, but I believe that our general approach can give you tools by which you can improve your chances of funding.

History of the Institute

The Institute for Political/Legal Education is a project which reaches over 2,000 tenth through twelfth graders in 19 schools throughout New Jersey. It combines classroom instruction with field trips to legal and political institutions, and involves students in canvassing, lobbying, voter education, and many other learning experiences in the real world of politics and law.

The Institute for Political/Legal Education had its beginning in 1969. I was then teaching social studies in Burlington (New Jersey) City High School, and the program began in my classroom, with a grant of $300.00 from the Burlington City Council and $200.00 apiece from local Democratic and Republican Committees. This initial $700.00 acted as an impetus for a concerted effort by parents and students in that first experimental class to raise further funds. Through such means as a cookie sale, dance, and car wash we raised enough money to end the year with a surplus of $954.00.

In the second year of the project, a $2,000.00 pilot grant was provided by the State Department of Education for continuance of a classroom effort consisting of thirty students. The grant was due to efforts of the County Superintendent and his aide, who had been convinced of the worthiness of the project.

The year 1971 saw the development of the project from a one-school experiment to a project funded by an ESEA Title III grant, encompassing a nine-school consortium combining the variables of urban, rural and suburban communities, as well as parochial and public schools, in north, central and south Jersey. Title III is federal monies allocated to a state's Department of Education to provide local school districts with funds for innovative programs in education. In fiscal year 71-72, the Institute received $80,000 of Title III monies, and in March another $19,000 for a special Department of Education project to organize voter registration committees in every high school in the state.

The Institute was funded for fiscal year 72-73 (year two under Title III) at a level of $78,000. Nineteen schools participated in our project that year. In addition, a $20,000 grant was provided to handle another special project for the Department of Education, this one to develop "Voter Education Kits" for every high school in the state. We also received $1,400 in financial sponsorship for the filmstrip/cassette "The Legislators," produced by the Institute.

In 1973-74 we were funded at $78,000. Additional financial sponsorship in the amount of $1,750 was provided by major groups in New Jersey (e.g., The New Jersey Bar Association and Johnson and Johnson, Inc.) for a filmstrip on "Individual Rights and Responsibilities."

The Institute recently received national validation through the United States Office of Education. "National validation" means that a project has proved cost efficient, has been successfully evaluated, and is suitable as a model for similar projects throughout the nation. Out of the thousands of Title III programs funded since 1965, only 107 have received national validation. Recently, the Department of Education's Deputy Commissioner asked the Institute to participate in lobbying for two major pieces of educational legislation given priority by the Commissioner.

The future of the Institute is extremely bright financially for the years to come. This year will possibly see a budget of over $100,000—a combination of Title III monies in development and

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dissemination, and Health, Education and Welfare money for dissemination.

Many questions should come to your mind as you read this brief history of the Institute: why did the New Jersey Department of Education request us to fulfill special projects? Why did the Department request us to handle the lobbying for two major pieces of legislation? What is the significance of the filmstrips? Why is the future bright for the Institute program? A few phrases such as, "ability to respond immediately and thoroughly"; "personal grantsmanship"; "using public relations and understanding media"; "intelligent self interest"; and "timing" provide a short course in the "nitty-gritty" of funding and becoming institutionalized.

I should point out that my background gave me unusual advantages. I was a news reporter with my own editorial column for two years. In addition, I am now in my fifth year with WKBS-TV, a UHF station, as New Jersey Program Developer. This experience provided me with the training and experience I needed to operate effectively as a project director, grantsman, and public relations specialist. Still, I learned a great deal by trial and error, and I think that many educators will find, perhaps to their surprise, that they have useful aptitudes and skills for securing grants.

Methods and Techniques

1. *Making Your Board of Advisors Work for You*

The most important starting point for the Institute in becoming established was the development of its first Board of Advisors. Ours was comprised of the county chairmen of the Democratic and Republican parties, the mayor, a news reporter who covered our area, the leaders of three major local community groups (the Community Action Program, the Kiwanis Club and the Junior Chamber of Commerce), students, school administrators, parents, a county official, and one of our state legislators.

A news reporter may seem an unlikely member of such a group, but in fact newspeople are very important to the success of education projects. I have found it useful to meet with the general managers of newspapers, to explain our project and indicate its importance. The intention, of course, is to suggest that a reporter be instructed to cover our program as part of his regular assignment.

Many projects have prominent people on their boards, but do not use them effectively. I found that it was necessary to sacrifice time and meet individually with each person whom I was going to ask to be a member of the board. In the meeting, I always had two "agendas," one for convincing him of the worth of the project and the value of his being on the board; the second, to convince him that we could be helpful to him, either now or in the future.

Meeting personally accomplishes several things. It provides an entree for future personal meetings and gives the individual some ego satisfaction because you deemed him important enough to request a formal appointment. We found that individuals did not find it a bother if you came to them for advice over the years. In fact, it strengthens your position with them later on when you need their personal intervention in a matter, not just by letter, but with a telephone call in your behalf. Never be bashful.

Our first Board of Advisors has grown from the above-mentioned individuals to a governing body that consists of the following: two New Jersey Assemblymen—one a member and former chairman of the Education Committee, and the other, chairman of the State-Federal Relations Committee; and representatives of the New Jersey Education Association, National Education Association, New Jersey School Boards Association, New Jersey State Chamber of Commerce, AFL-CIO, New Jersey League of Women Voters, New Jersey Department of Education, New Jersey Bar Association, New Jersey Public Broadcasting, New Jersey Puerto Rican Convention, and Democratic and Republican State Committees. In addition, there are representatives of the state university, state colleges and several major community action projects, as well as three students, a teacher and a school superintendent. We cannot overemphasize that these members are working whenever needed in behalf of the Institute program. We still continue the policy of meeting with our board members individually and usually for lunch. More business is accomplished over a drink and lunch than at any other time.

An important point to note is that an influential member of your board will probably result in your coming into contact with at least ten important persons.

2. *Cultivating Other Prominent Persons*

You will, of course, want your project to become favorably known to other prominent individuals who are in a position to help. But how can you accomplish this?

Creating incidents or events is a tool that can be used successfully, especially when they are timed to be of service to prominent persons. For example, last year the Institute produced a filmstrip/cassette called "The Legislators" that was distributed to every high school in the state free of charge. First, we convinced four major organizations (New Jersey Education Association, New Jersey School Boards Association, Trenton State College and the New Jersey League of Women Voters) to sponsor the production, based on the excellent publicity they would receive both in newspapers and through the credits in the filmstrip. Then we lined up the leadership and some

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members of the Assembly and Senate (all but two of whom were up for re-election) to consult with us and participate in the production. They would receive newspaper publicity, and the filmstrips would be shown in their districts. Lastly, our narrator was co-anchorwoman for WNJT-TV, New Jersey Public Broadcasting. The filmstrip was distributed just prior to the primary election. Incidentally, the Governor was in the filmstrip, and the filmstrip was dedicated to him.

Many of our filmstrips, video tapes, or slide tapes—including one with six Congressmen—have effectively used this strategy. You can use this technique in a variety of ways, even if you do not possess the financial wherewithal. Remember, people are looking for inexpensive publicity and image building; thus, it is not difficult to obtain organizations or companies to sponsor a production. You can produce a filmstrip and make four hundred copies for approximately $1,600. A prominent person will always remember that you have given him distinction through a media production.

Other types of events are workshops in which prominent individuals can be used as keynote speakers, or speakers/trainers for particular sessions. There is an action-reaction effect created here. Prominent individuals draw media and media draw prominent people. Always follow up a session like this with a personal meeting with the individual. Your relationship now takes on a different meaning. We employed this strategy with a U.S. Senator and are now working very closely with one of his legislative aides (whose expertise is as a grantsman).

Remember, every time publicity is generated for a prominent individual by his involvement with your project, you are actually receiving double publicity, as well as establishing a "track record" and documentation for your project. Newspaper coverage will eventually result in magazine articles and television coverage. We have had excellent coverage in all these areas over the past five years.

Why do you spend an enormous amount of time developing a rapport with prominent individuals? It is basically known as elementary politics or the "theory of exchange." Simply explained, the theory is based on the maxim, "one good turn deserves another." It must be strongly emphasized, however, that the Institute is held in high esteem because of the quality performance of its students and staff, and is respected because of its work and ability to produce. Without this record of accomplishment, prominent individuals could not help us as they have.

Prominent individuals carry much weight or know someone who can intercede in your behalf. They and your Board of Advisors are invaluable at funding time. If you had to decide between two projects for funding that were fairly close, which would you fund—the one with "a lot of punch behind it" or the one without? Which project would be the first to get the ear of state or federal officials?

3. *Establishing Rapport with Funding Sources*

As I have indicated, almost all of our funds have been granted by the state Department of Education. Some of these—our pilot grant, our grants for special projects—are state funds. Most, however, are federal funds—Title III monies—which are granted through the state Department of Education. Our success as a project, then, has been inseparable from our ability to convince the state Department of Education that our project was worthy and deserving of funding.

As I mentioned earlier, we first applied to the Department for pilot funds with the help of the County Supervisor. With a track record established, we then made a formal presentation to the Commissioner and his assistants, set up by one of the prominent individuals with whom we constantly confer. In this presentation, project leaders and three students put on a slide show on the activities of the project, and showed one of our filmstrips. This was supplemented by invitations to speak at or observe some of our workshops. In addition, we saw to it that the Department was kept abreast of the publicity that our major events generated.

We have secured a strong position within the Department through our willingness to undertake several difficult special projects. A problem in New Jersey surfaced when 18-year-olds were given the right to vote. Registration figures were deplorable for this age bracket. The Department felt something should be done, but time was running out. The only program that was working with schools and had any experience in this area was the Institute. We were called into a meeting with the Deputy Commissioner and Assistant Commissioner and discussed the feasibility of attacking the problem. The Institute was given three days in which to submit a complete strategy and full grant proposal for contacting all New Jersey high schools before the cut-off date, just six weeks away. On the third day, with the "ink still wet," as the Deputy Commissioner said, the proposal and plan were presented. We organized, in over two hundred high schools, "voter registration education committees." This was not all of the high schools in our state, but the Department did not forget our efforts when we came back with funding proposals.

In 1972, the Department decided there was a need to prepare students for the up-coming Presidential election. We were given six weeks to develop two filmstrip/cassettes, a curriculum guide, and ten different student and teacher manuals. Not only did we accomplish the task, but we organized and conducted regional workshops throughout the state during the first three weeks of

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school. What really helped was the fact that we had developed so many contacts and resources upon whom we could call for assistance; this tends to make the job much easier. Again, the Department has not forgotten our efforts. I believe that the lobbying duties we are now undertaking for the Department will also solidify our position.

Conclusion

Funding is the life blood of projects. Without it, they simply cannot long survive. There is always a limited amount of funds, for which many worthy projects compete. In this struggle for survival, you will need a lot of help in getting your project recognized, and making its successes known. Every education project is unique, and not all of our strategies and practices are appropriate for your project. But I believe that the essence of our program—a concerted effort to establish contacts and build community support through public relations—can serve as a model. This effort is arduous, time consuming, and often frustrating, but it will dramatically increase your chances of funding.

Rules of Thumb in General Grantsmanship

1. Make sure that you have some information about the person with whom you are meeting.
2. Never go with a prepared text in your head; you must listen with extreme care to the person with whom you are meeting in order to decide in which direction you should move.
3. Have notes jotted on a note-pad in front of you so that he knows you are prepared.
4. Most individuals of stature do not like meetings of great length, so make sure to get to the point once you determine the proper direction, from cues provided by him.
5. If you are with others, observe protocol in addressing him; even if you are on a first-name basis, conduct yourself in a formal manner. In private, be formal until he makes a point of letting you know it is not necessary.
6. Most people feel that your dress is a reflection of your attitude toward them. It is, therefore, extremely important to dress meticulously for these sessions. Dress is also a measure of success. No one likes to become involved with someone who does not appear successful.
7. Be aggressive (but not obnoxious or overbearing), even if it destroys your insides. (I, by nature, am quiet and shy, but I cannot convince anyone of that.) If you do not hustle, it won't come to you.
8. Prominent individuals will want to help if you are sincere and level-headed.
9. Be honest. If prominent individuals find you have misled them, you'll not only lose them, but also other individuals with whom they're in contact.
10. Read a good book on how to be a lobbyist. You can purchase one from the Institute.

Barry E. Lefkowitz is Director of the Institute for Political/Legal Education.

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Support from Within the School System

B. R. Sullivan

There are undoubtedly hundreds of programs converging every year on local school systems, each claiming to be a unique and vital addition to the existing curriculum. Further, no one subject area receives more bombardment than does that of the social sciences. Therefore, beginning a law-related program necessitates selling the idea to a school system and securing their support and commitment to the project. I personally feel that it is pointless to initiate such a program unless the district is willing to look at the program during its pilot stage, and agree to adopt it, should it prove successful.

How to Begin

Initially, outside funds will probably be necessary if the school district is to consider the program, since schools, like most government agencies, are caught in a budget squeeze. There are many sources which consider granting seed money to a project during its pilot stage.

Another imperative in securing the school district's support is to be certain that the goals of the proposed law program are consistent with school district priorities. The advantage of developing a program tailored to a local school district is that the product emerging at the end of pilot period is ready to move easily in the social sciences curriculum. If these considerations are neglected, the result may be a fragmented program, still needing to be adapted to fit local policy. This adaption would require additional finances from the school, thereby deterring its adoption.

The best way to overcome these obstacles is to provide adequate leadership at the program's inception. Initially, a full time director will be needed to develop and coordinate the program. His time will be spent interpreting the program to the community and to teachers, principals and the administration, particularly the superintendent of curriculum.

The goals and plans of the project should be presented at every opportunity so that all levels of the school network are aware of the program's existence as well as its potential. This results in the creation of an awareness of both the needs and directions for the program and insures the support of teachers and principals who will be implementing the program.

Building Community Support

The school functions as a part of the community and the community's response will directly affect the attitude of the school district. Therefore, as more segments of the community become actively involved in the program, a broad-based community support is initiated and the viability of the program is increased.

The key community group is the local bar association. In Dallas, the impetus for the law project came from this group. Representatives approached the General Superintendent, Dr. Nolan Estes, asked for and received his endorsement to implement a law program contingent upon securing the necessary funding. Throughout the project's existence the Dallas Bar Association has actively promoted the project through direct efforts such as providing lawyers to classrooms, representation on the guidance committee, and the formation of a special Law in a Changing Society Committee of the Dallas Bar Association.

Another important tool for insuring the school system's support is to have active and broad-based representation on the project's guidance committee. This committee is essential in securing financial support as well as publicizing the program outside of the educational and legal circles, resulting in the exertion of pressure on the local school board and administration to continue and support the project.

A strong public relations program also helps to insure school district support. The law project—a new and innovative program which is responsive to a growing concern over lawlessness and apathy—is always newsworthy. Additionally, the program has a positive impact on parents in the school community; they in turn can urge its permanent adoption into the curriculum.

The Dallas project has further strengthened

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community awareness by involving as many community agencies and associations as possible. To date, the Police Department, Juvenile Department, Consumer Affairs Agencies, District Attorney's Office, Municipal and District Courts, Offices of Probation and Parole as well as others have been utilized in teacher training and classroom presentations. These agencies support the concepts of the law program and have on many occasions conveyed that support to the school administration.

Evaluating Your Project

The age of accountability is with us and certainly no program should be imposed on the captive audience in our schools unless it can be proved to have a desirable effect upon that clientele. Therefore one of the first considerations in planning the project should be how it will be measured and in what terms.

In defining the program's goals, the expectations should be reasonable and measurable. Testing instruments will probably need to be designed rather than purchased in order to insure their sensitivity to the project goals. Another caution here is the attitudes of the project teachers toward the tests and evaluators; therefore disruption of the normal routine should be kept to a minimum.

Assuming that all these activities have been accomplished, and with statistical data to support the demand for a law-focused program, the school district should be willing to incorporate the program as a permanent fixture of its social studies curriculum. This was the Dallas experience and we feel our entire educational program has been strengthened by the Law in a Changing Society Project.

B. R. Sullivan is Director of the Law in a Changing Society Project.

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Checklist of Important Addresses

I. Sources of Information About Private Foundations

The best sources of information about private foundations are the national and regional libraries of The Foundation Center, an independent, nonprofit educational organization. Its services are free if you visit one of its libraries, and inexpensive if you acquire copies of standard reference works and public records for your own office.

From the Center's New York office you may request a free copy of *Finding Foundation Facts: A Guide to Information Sources.* The pamphlet will inform you of the many means by which you can gain information about foundations through the Center's services.

The New York office also serves as one of the Center's three national collections. In general, the national collections contain comprehensive source materials on foundations and their grant-making activities. They include current primary public records, standard reference works and services, and books, reports, guides, and other publications relating to foundations and philanthropy. The collections are open to the public without charge every weekday excepting holidays. Staff members are on duty to assist visitors. Requests for information by mail or telephone are welcome; however, telephone requests should usually be limited to "look up" questions which can be answered briefly.

Regional collections contain current materials on most of the large national foundations and on all foundations within the area of coverage. They also contain standard reference works in the field, and some recent books and reports on foundations. They are open to the public without charge, generally every weekday excepting holidays. In addition to the regional collections listed below, approximately twenty others will shortly be designated by The Foundation Center.

National Collections

The Foundation Center
888 Seventh Avenue
New York, New York 10019

The Foundation Center
1001 Connecticut Avenue, N.W.
Washington, D.C. 20036

The Chicago Community Trust
208 South LaSalle Street, Suite 840
Chicago, Illinois 60604

Regional Collections

Key to listing

State—Geographical coverage when other than state listed.
Name
Street address
City and Zip code

Alabama
Birmingham Public Library
2020 Seventh Avenue, North
Birmingham 35203

California—Alaska, Arizona, California, Colorado, Hawaii, Nevada, Utah
University Research Library
Reference Department
University of California
Los Angeles 90024

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California—Alaska, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming
San Francisco Public Library
Business Branch
530 Kearny Street
San Francisco 94108

Colorado
Denver Public Library
Sociology Division
1357 Broadway
Denver 80203

Connecticut—Connecticut, Massachusetts, Rhode Island
Hartford Public Library
Reference Department
500 Main Street
Hartford 06103

Florida
Jacksonville Public Library
122 North Ocean Street
Jacksonville 32202

Florida
Miami-Dade Public Library
One Biscayne Boulevard
Miami 33132

Georgia—Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia
Atlanta Public Library
126 Carnegie Way, N.W.
Atlanta 30303

Hawaii—California, Hawaii, Oregon, Washington
Thomas Hale Hamilton Library
Social Science Reference
2550 The Mall
Honolulu 96822

Illinois—Illinois, Indiana, Michigan, Minnesota, North Dakota, South Dakota, Wisconsin
The Newberry Library
60 West Walton Street
Chicago 60610

Iowa
Des Moines Public Library
100 Locust Street
Des Moines 50309

Louisiana
New Orleans Public Library
Business and Science Division
219 Loyola Avenue
New Orleans 70140

Maryland
Enoch Pratt Free Library
400 Cathedral Street
Baltimore 21201

Massachusetts—Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Associated Foundation of Greater Boston
One Boston Place, Suite 948
Boston 02108

Massachusetts
Boston Public Library
Copley Square
Boston 02117

Michigan
Henry Ford Centennial Library
15301 Michigan Avenue
Dearborn 48126

Michigan
Grand Rapids Public Library
Library Plaza
Grand Rapids 49502

Minnesota—Iowa, Minnesota, North Dakota, South Dakota
Minneapolis Public Library
Sociology Department
300 Nicollet Mall
Minneapolis 55401

Mississippi
Jackson Metropolitan Library
301 North State Street
Jackson 39201

Missouri—Kansas, Missouri
Linda Hall Library
Reference Department
5109 Cherry Street
Kansas City 64110

Missouri—Iowa, Kansas, Missouri, Nebraska
The Danforth Foundation Library
222 South Central Avenue
St. Louis 63105

New Hampshire
The New Hampshire Charitable Fund
One South Street
Concord 03301

New Jersey
New Jersey State Library
185 West State Street
Trenton 08625

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New York
New York State Library
State Education Department
Education Building
Albany 12224

New York
Rochester Public Library
Business and Social Sciences Division
115 South Avenue
Rochester 14604

North Carolina
William R. Perkins Library
Duke University
Durham 27706

Ohio—Michigan, Ohio, Pennsylvania, West Virginia
The Cleveland Foundation Library
700 National City Bank Building
Cleveland 44114

Oklahoma
Oklahoma City Community Foundation
1300 North Broadway
Oklahoma City 73103

Oregon—Alaska, California, Hawaii, Oregon, Washington
Library Association of Portland
801 S.W. Tenth Avenue
Portland 97205

Pennsylvania—Delaware, New Jersey, Pennsylvania
The Free Library of Philadelphia
Logan Square
Philadelphia 19103

Pennsylvania
Hillman Library
University of Pittsburgh
Pittsburgh 15213

Rhode Island
Providence Public Library
150 Empire Street
Providence 02903

Texas—Arkansas, Louisiana, New Mexico, Oklahoma, Texas
The Hogg Foundation for Mental Health
The University of Texas
Austin 78712

Texas
Dallas Public Library
History and Social Sciences Division
1954 Commerce Street
Dallas 75201

Utah
Salt Lake City Public Library
209 East Fifth Street
Salt Lake City 84111

Washington
Seattle Public Library
1000 Fourth Avenue
Seattle 98104

West Virginia
Kanawha County Public Library
123 Capitol Street
Charleston 25301

Wisconsin—Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Wisconsin
Marquette University Memorial Library
1415 West Wisconsin Avenue
Milwaukee 53233

Wyoming
Laramie County Community College Library
1400 East College Drive
Cheyenne 82001

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II. Sources of Information About Programs of the Federal Government

The sources listed below will provide information about the more likely federal programs through which law-related education projects may be funded. The Office of Education funds most of the federal government's education programs; the Department of Health, Education and Welfare contains the Office of Education, but in addition funds some other programs having an educational component. A number of these programs are administered by units of state or local government. The Law Enforcement Assistance Administration funds a number of law-related education programs. Most LEAA monies are disbursed through regional offices and state planning agencies. Generally, the regional offices fund programs active in several states or having significance for the region, while state planning agencies fund programs active statewide or in localities within the state.

National Offices

Office of Public Affairs
Office of Education
400 Maryland Avenue, S.W.
Washington, D. C. 20002

Information Center
Department of Health, Education and Welfare
330 Independence Avenue, S.W.
Washington, D. C. 20201

Law Enforcement Assistance Administration
U.S. Department of Justice
633 Indiana Avenue, N.W.
Washington, D. C. 20530

Addresses of LEAA Regional Offices

Region 1—Boston
LEAA-U.S. Dept. of Justice
917 John W. McCormack P.O. & Courthouse
Boston, Massachusetts 02109
617/223-4671 (Administration)

Region 2—New York
LEAA-U.S. Dept. of Justice
26 Federal Plaza, Rm. 1351
Federal Office Building
New York, New York 10007
212/264-9196 (Admin.)

Region 3—Philadelphia
LEAA-U.S. Dept. of Justice
325 Chestnut Street, Suite 800
Philadelphia, Pennsylvania 19106
215/597-0807-08 (Admin. Svc.)

Region 4—Atlanta
LEAA-U.S. Dept. of Justice
730 Peachtree St., N.E.-Rm. 985
Atlanta, Georgia 30308
404/526-5868 (Admin.)

Region 5—Chicago
LEAA-U.S. Dept. of Justice
O'Hare Office Center, Rm. 121
3166 Des Plaines Avenue
Des Plaines, Illinois 60018
312/353-1203

Region 6—Dallas
LEAA-U.S. Dept. of Justice
500 S. Ervay Street, Suite 313-C
Dallas, Texas 75201
214/749-7211

Region 7—Kansas City
LEAA-U.S. Dept. of Justice
436 State Avenue
Kansas City, Kansas 66101
816/374-4501 (Admin.)

Region 8—Denver
LEAA-U.S. Dept. of Justice
Federal Building, Rm. 6519
Denver, Colorado 80202
303/837-4784 (Admin & Opns.)

Region 9—San Francisco
LEAA-U.S. Dept. of Justice
1860 El Camino Real, 4th Floor
Burlingame, California 94010
415/341-3401

Region 10—Seattle
LEAA-U.S. Dept. of Justice
130 Andover Building
Seattle, Washington 98188
206/442-1170

Addresses of State Planning Agencies

Alabama
Alabama Law Enforcement Planning Agency
501 Adams Avenue
Montgomery, Alabama 36104
205/269-6665

Alaska
Alaska Criminal Justice Planning Agency
Pouch AJ
Juneau, Alaska 99801
907/586-1112

Arizona
Arizona State Justice Planning Agency
Continental Plaza Building
5119 North 19th Avenue, Suite M
Phoenix, Arizona 85015
602/271-5466

Arkansas
Commission on Crime and Law Enforcement
1000 University Tower Building
12th at University
Little Rock, Arkansas 72204
501/371-1305

California
California Council on Criminal Justice
1927 - 13th Street
Sacramento, California 95814
916/445-9156

Colorado
Division of Criminal Justice
Department of Local Affairs
1370 Broadway
Denver, Colorado 80203
303/892-3331

Connecticut
Governor's Planning Committee on Criminal Administration
75 Elm Street
Hartford, Connecticut 06115
203/566-3020

Delaware
Delaware Agency to Reduce Crime
Room 405 - Central YMCA
11th and Washington Streets
Wilmington, Delaware 19801
302/654-2411

District of Columbia
Office of Criminal Justice Plans and Analysis
Munsey Building, Room 200
1329 E Street, N.W.
Washington, D.C. 20004
202/629-5063

Florida
Governor's Council on Criminal Justice
307 East Seventh Avenue
Post Office Drawer 3786
Tallahassee, Florida 32303
904/224-9871

Georgia
Office of the State Crime Commission
Suite 306
1430 West Peachtree Street, N.W.
Atlanta, Georgia 30309
404/656-3825

Guam
Office of Comprehensive Law Enforcement Planning
Office of the Governor
Government of Guam
P.O. Box 2950
Agana, Guam 96910

Hawaii
State Law Enforcement and Juvenile Delinquency Planning Agency
1010 Richard Street
Kamamalu Building, Room 412
Honolulu, Hawaii 96813
808/548-4572

Idaho
Law Enforcement Planning Commission
State House, Capitol Annex No. 3
Boise, Idaho 83707
208/964-2364

Illinois
Illinois Law Enforcement Commission
Suite 600
150 North Wacker Drive
Chicago, Illinois 60606
312/793-3393

Indiana
Indiana Criminal Justice Planning Agency
215 N. Senate
Indianapolis, Indiana 46202
317/633-4773

Iowa
Iowa Crime Commission
520 E. 9th Street
Des Moines, Iowa 50319
515/281-3241

Kansas
Governor's Committee on Criminal Administration
535 Kansas Avenue
10th Floor
Topeka, Kansas 66612
913/296-3066

Kentucky
Kentucky Crime Commission
209 St. Clair Street - 5th Floor
Frankfort, Kentucky 40601
502/564-6710

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Louisiana
Louisiana Commission on Law Enforcement and Administration of Criminal Justice
1885 Wooddale Towers, Room 314
Baton Rouge, Louisiana 70806
504/389-7178

Maine
Maine Law Enforcement Planning and Assistance Agency
295 Water Street
Augusta, Maine 04330
207/289-3361

Maryland
Governor's Commission on Law Enforcement and Administration of Justice
Executive Plaza One, Suite 302
Cockeysville, Maryland 21030
301/666-9610

Massachusetts
Committee on Law Enforcement and Administration of Criminal Justice
Room 1230
80 Bolyston Street
Boston, Massachusetts 02116
617/727-5497

Michigan
Office of Criminal Justice Programs
Lewis Cass Building - 2nd Floor
Lansing, Michigan 48913
517/373-3992

Minnesota
Governor's Commission on Crime Prevention and Control
276 Metro Square Building
7th and Robert
St. Paul, Minnesota 55101
612/296-3052

Mississippi
Division of Law Enforcement Assistance
345 North Mart Plaza
Jackson, Mississippi 39206
601/354-6525 or 6591

Missouri
Missouri Law Enforcement Assistance Council
P.O. Box 1041
Jefferson City, Missouri 65101
314/751-3432

Montana
Governor's Crime Control Commission
1336 Helena Avenue
Helena, Montana 59601
406/449-3604

Nebraska
Nebraska Commission on Law Enforcement and Criminal Justice
State Capitol Building
Lincoln, Nebraska 68509
402/471-2194

Nevada
Commission on Crime, Delinquency and Corrections
Suite 41, State Capitol Building
Carson City, Nevada 89701
702/882-7118

New Hampshire
Governor's Commission on Crime and Delinquency
80 South Main Street
Concord, New Hampshire 03301
603/271-3601

New Jersey
State Law Enforcement Planning Agency
447 Bellevue Avenue
Trenton, New Jersey 08618
609/292-3741

New Mexico
Governor's Council on Criminal Justice Planning
P.O. Box 1770
Santa Fe, New Mexico 87501
505/827-2524

New York
State of New York, Division of Criminal Justice Services
250 Broadway, 10th Floor
New York, New York 10007
212/488-3880

North Carolina
Division of Law and Order
North Carolina Department of Natural and Economic Resources
P.O. Box 27687
Raleigh, North Carolina 27611
919/829-7974

North Dakota
North Dakota Combined Law Enforcement Council
Box B
Bismarck, North Dakota 58501
701/224-2594

Ohio
Administration of Justice Division
Department of Urban Affairs
8 East Long Street - Suite 1000
Columbus, Ohio 43215
614/469-5280

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Oklahoma
Oklahoma Crime Commission
5235 N. Lincoln Boulevard
Oklahoma City, Oklahoma 73105
405/521-3392

Oregon
Executive Department, Law Enforcement Council
240 Cottage Street, S.E.
Salem, Oregon 97310
503/378-4347

Pennsylvania
Governor's Justice Commission
Department of Justice
P.O. Box 1167
Federal Square Station
Harrisburg, Pennsylvania 17108
717/787-2042

Puerto Rico
Puerto Rico Crime Commission
G.P.O. Box 1256
Hato Rey, Puerto Rico 00936
809/783-0398

Rhode Island
Governor's Committee on Crime, Delinquency and Criminal Administration
265 Melrose Street
Providence, Rhode Island 02907
401/277-2620 or 2621

South Carolina
Law Enforcement Assistance Program
915 Main Street
Columbia, South Carolina 29201
803/758-3573

South Dakota
Division of Criminal Justice
118 W. Capitol
Pierre, South Dakota 57501
605/224-3661

Tennessee
Tennessee Law Enforcement Planning Agency
Suite 205, Capitol Hill Building
301 - 7th Avenue, North
Nashville, Tennessee 37219
615/741-3521

Texas
Criminal Justice Council
P.O. Box 1828
Austin, Texas 78701
512/476-7201

Utah
Law Enforcement Planning Agency
Room 304 - State Office Building
Salt Lake City, Utah 84114
801/328-5731

Vermont
Governor's Commission on the Administration of Justice
43 State Street
Montpelier, Vermont 05602
802/223-8610

Virginia
Division of Justice and Crime Prevention
Suite 101 - 9th Street Office Building
Richmond, Virginia 23219
703/770-7421

Virgin Islands
Virgin Islands Law Enforcement Commission
Box 280 - Charlotte Amalie
St. Thomas, Virgin Islands 00801
809/774-6400

Washington
Law and Justice Planning Office
Planning and Community Affairs Agency
Insurance Building - Room 107
Olympia, Washington 98504
206/753-2235

West Virginia
Governor's Commission on Crime, Delinquency and Corrections
1524 Kanawha Boulevard, East
Charleston, West Virginia 25311
304/348-3689 or 3692

Wisconsin
Wisconsin Council on Criminal Justice
State Capitol
Madison, Wisconsin 53702
608/266-3323

Wyoming
Governor's Planning Committee on Criminal Administration
P.O. Box 468
Cheyenne, Wyoming 82001
307/777-7716

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Bibliography

This brief Bibliography is intended to list those books, periodicals, and articles on funding which may be of greatest use to law-related citizenship education programs. The Bibliography is divided into five sections. Section I: information about private foundations (with a sub-section on materials dealing with particular states); Section II: government programs; Section III: how to write a funding proposal; Section IV: information on fund raising generally, including fund raising in the community; Section V: comprehensive bibliographies on fund raising.

This Bibliography makes no attempt to list publications which may provide valuable background information on American philanthropy, the history of individual foundations and foundations generally, tax considerations, and other matters. For these publications, and for valuable materials which have undoubtedly been overlooked, we suggest in particular the bibliography section of *Information Quarterly.*

A number of entries are annotated. These annotations are based on our research, with these exceptions: for the books dealing with foundations in particular states, we have relied on reviews by F. Emerson Andrews which appeared in the January, 1974 and April, 1974 issues of *Information Quarterly*; for the *Catholic Guide to Foundations*, we have relied on a review by Mr. Andrews in the April, 1974 issue of *Information Quarterly*; for *The Fund-Raiser's Tool Box* and *Foundations of Northern California: A Newsletter*, we have relied on reviews in the May/June, 1974 issue of *Foundation News.*

Publications which are not annotated have not been examined by us, but are included on the basis of their reputation or because they seem to cover an important area. Wherever possible, we have tried to indicate where a publication may be ordered, and its price.

SECTION I: FOUNDATIONS

Aroeste, Jean L., ed.
Annual Register of Grant Support. Chicago: Marquis Who's Who, Inc., issued annually. (Address orders to 200 East Ohio Street, Chicago, Illinois 60611)
Price: $47.50

Contains information about government and private funding sources and a wide variety of grant support programs. Support programs are divided into areas of principal interest. Each entry describing a grant program indicates grantor name, type of grant support, purpose, eligibility, financial data, duration, application information, deadline, address, and any special stipulations. Indexed by subject, organization, and area.

Church, David M.
Seeking Foundation Funds. New York: National Public Relations Council of Health and Welfare Services, Inc., 1966. (Address orders to 815 Second Avenue, New York, New York 10017)
Price: $2.50

Community Foundations in the United States and Canada. New York: Council on Foundations, Inc., 1970. (Address orders to 393 Seventh Avenue, New York, New York 10001)
Price: $1.00

Contains information on several hundred community foundations, including year funded, legal structure, capital, gifts received, philanthropic distributions, and executive director.

deBettencourt, Francis G.
The Catholic Guide to Foundations, Edition 2.
Washington, D.C.: Guide Publishers, 1973. (Address orders to P.O. Box 5849, Washington, D.C. 20014)
Price: $12.00 if prepaid

Attempts to cover all American philanthropic foundations "whose grants suggest some preference for activities carried out under Catholic auspicies." The information is based on IRS Forms 990-A and 990-AR. Foundations are listed alphabetically, and information is provided as to: official name and address; net worth; purpose; special interests, if any; geographical distribution of grants; names and titles of officers; and grants analysis, divided into four categories (religious, health, educational, and welfare). Foundations also listed by state.

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Dermer, Joseph, ed.
How to Get Your Fair Share of Foundation Grants. New York: Public Service Materials Center, 1973. (Address orders to 355 Lexington Avenue, New York, New York 10017)
Price: $12.00

Dermer, Joseph
How to Raise Funds from Foundations. New York: Public Service Materials Center, 1973. (Address orders to 355 Lexington Avenue, New York, New York 10017)
Price: $8.50

The Foundation Center Information Quarterly. (Issued four times a year by the Council on Foundations, Inc. Address orders to Columbia University Press, 136 South Broadway, Irvington, New York 10533)
Subscription: $7.50 per year

Indispensable for organizations seeking funding from private foundations. Each issue updates information on foundations listed in *The Foundation Directory, Edition 4*. Each issue includes an extensive bibliography of books, pamphlets, and articles on foundations, philanthropy, and related fields. Also, each issue indicates contents of currently received foundation newsletters and journals related to philanthropy, and contains extracts of recently received foundation annual reports (the complete reports are available on microfilm). A regular feature, the Specialized Grants Listing, contains extensive information on current grants in two specific areas of interest (e.g., Women, and Urban and Inner-City Programs; Legal Programs were featured in the April, 1974 issue). Occasional articles of interest to fund raisers.

The Foundation Directory, Edition 4. New York: Columbia University Press, 1971. (Address orders to 136 South Broadway, Irvington, New York 10533)
Price: $15.00

An indispensable resource. It lists and describes over 5,000 of the larger foundations (those with assets of $500,000 or more which made grants of $25,000 or more in the year preceding publication). It lists foundations by state and provides information as to: address, purpose and activities of foundations, financial data, officers, governing board and trustees. Indexed by field of interest. Contains alphabetized lists of foundations, donors, trustees, and administrators.

The Foundation Grants Index. New York: Columbia University Press, published annually. (Address orders to 136 South Broadway, Irvington, New York 10533)
Price: $10.00

An annual cumulative listing of the grants described in *Foundation News* (see below).

Foundation News. (Issued 6 times a year by Council on Foundations, Inc. Address orders to Box 783, Old Chelsea Station, New York, New York 10011)
Subscription: $15.00 for one year

Principally for foundation administrators, but occasional articles of interest to fund raisers. Each issue contains the Foundation Grants Index, a section of recent foundation grants of $5,000 or more. Foundations are listed alphabetically by state. Under each foundation is a record of its recent grants, including full grant description, amount granted, recipient name and location, date of grant authorization. Grants are indexed by recipient name and by key words and phrases (to identify subject matter of grants).

Giving USA, 1973 Annual Report: A Compilation of Facts and Trends on American Philanthropy of the Year 1972. New York: American Association of Fund-Raising Counsel, Inc., 1973. (Address orders to 500 Fifth Avenue, New York, New York 10036)
Price: $2.50; free with subscription to *Giving USA*

Giving USA: A Compilation of Facts and Trends in American Philanthropy. Issued 11 times a year by American Association of Fund-Raising Counsel, Inc. (Address orders to 500 Fifth Avenue, New York, New York 10036)
Annual Subscription: $15.00

Grant Development Digest. (Issued 12 times a year by the Grant Development Institute. Address orders to 2140 South Holly, Denver, Colorado 80222)
Annual Subscription: $5.00; first year free with order of *A Comprehensive Guide to Successful Grantsmanship*

Hill, William.
A Comprehensive Guide to Successful Grantsmanship. Littleton, Colorado: Grant Development Institute, 1972. (Address orders to 2140 South Holly, Denver, Colorado 80222)
Price: $24.00 if check sent with order; $26.50 if recipient is billed

Includes information on the entire grant-seeking procedure, from formulation of idea through proposal writing to presentation of proposal. Discusses funding strategies for applications to foundations and government agencies. Contains bibliography and checklist of addresses.

Messinger, Gary E., Feldman, Ray B., and Wellington, Robert R.
The Fund-Raiser's Tool Box. Monterey, California: D'Angelo Publishing Company, n.d.

The book's subtitle indicates its intent: "How to Get a Grant, How to Raise Money in Your Community, and How the Pro's Do It." The book is written for the layman, and in particular for "small and medium-sized organizations that cannot afford professional fees." It contains sections on planning, methods of accounting, laws with regard to fund raising, sources of gifts, foundations, government grants, and individual and corporate donors, as well as specific areas such as direct solicitation of large gifts, door-to-door solicitation, direct mail, bequests, and one-time events.

Philanthropic Digest: Summary of News and Giving to Education, Health, Religion, Welfare and the Arts. (Issued 16 times a year by Brakeley, John Price Jones, Inc. Address orders to 6 East 43rd Street, New York, New York 10017)
Annual Subscription: $15.00

Regional Young Adult Project [and] Pacific Change.
The Bread Game: The Realities of Foundation Fund-Raising. San Francisco: Glide Publications, 1973.

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Taft, J. Richard.
Understanding Foundations: Dimensions in Fund Raising. New York: McGraw-Hill Book Company, 1967.

Good introduction to foundations. Features descriptions of the various types of foundations and provides thumbnail sketches of a number of large foundations, indicating their areas of interest. Also has chapters on research and the application procedure. Bibliography and address index.

Tax-Exempt Foundations: Their Impact on Small Business, Vol. II. Washington: U.S. Government Printing Office, 1968. (Address orders to Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402)
Price: $6.50

SUB-SECTION: FOUNDATIONS BY STATE

Abrahams, Peter D., Casson, Julie T., and Daul, Dennis B.
A Guide to California Foundations. Woodside, California: Common College, 1973. (Address orders to P.O. Box 4025, Woodside, California 94062)
Price: $2.50

A guide chiefly to 254 northern California foundations but providing information also as to 47 Los Angeles foundations. For the larger foundations includes address, telephone number, assets, total grants, person to contact, preferred form of contact, funding cycle (when proposals acted upon), purpose statement, officers, trustees, and staff.

Charitable Foundations Directory, 1973. Columbus, Ohio: Office of the Attorney General, State of Ohio, 1973. (Address orders to Office of the Attorney General, State House Annex, Columbus, Ohio 43215)
Price: $2.00

Contains information on 2,350 charitable organizations formed or operating within the state of Ohio. Data is for 1971 and 1972. Information includes name, address, market value of assets, dollar value of grants, and purpose. Foundations are classified under one of eight categories of interest. Organized by county.

deBettencourt, Margaret T.
The Guide to Washington, D.C. Foundations. Washington: Guide Publishers, 1972. (Address orders to P.O. Box 5849, Washington, D.C. 20014)
Price: $8.00

Describes 337 private "foundations and foundation-like trusts" located in Washington, D.C. Financial data is mostly for calendar year 1970 or fiscal year ending in 1970. For each foundation, an attempt is made to include name, address, year of financial data, net worth, purposes and special interests, officials (including titles), number of grants, total amount of grants, and all grants of $5,000 and over.

Directory of Selected Michigan Foundations and Charitable Trusts, Fourth Edition. Lansing, Michigan: Michigan League for Human Services, 1973. (Available only to members of the League for Human Services [200 Mill Street, Lansing, Michigan 48933], at a service charge of $8.50)

Includes information on 553 foundations and charitable trusts. Entries include corporate name; name and address of one or two principal officers; value of assets; major interest; geographical limitation; number of disbursements made, usually in 1971; value of monies disbursed, often for as many as four recent years; and a final sentence listing principal recipients or fields covered. Appendices include an index of foundations by counties and a classification by purpose under 17 subject headings.

Foundations of Northern California: A Newsletter. (Address orders to Robert W. Thompson, Suite 604, 57 Post Street, San Francisco, California 94104)

A new publication jointly underwritten by 23 community and private foundations. It includes information as to: foundation objectives, policies, operational procedures, and current activities and involvements.

Huber, John Parker, ed.
A Directory of Foundations and Charitable Trusts in the State of Vermont. Willimantic, Connecticut: Eastern Connecticut State College Foundation, 1973. (Address orders to P.O. Box 431, Willimantic, Connecticut 06226)
Price: $2.00

A report on 70 foundations and trusts. Information is derived from IRS Forms 990 and 990-AR, for 1971. For each entry an attempt is made to include name, address, principal officer and trustees, areas of interest, net worth, number and total value of grants, and usually the amount and recipient of both the largest and the smallest grant. There are four indices: geographical distribution, under towns; activity areas, under 18 classifications; rank by net worth; and rank by dollar value of grants.

Huber, John Parker, ed.
A Directory of Private Foundations in the State of Connecticut. Willimantic, Connecticut: Eastern Connecticut State College Foundation, 1973. (Address orders to P.O. Box 431, Willimantic, Connecticut 06226)
Price: $3.00

Includes 853 private foundations and charitable trusts in Connecticut, with information taken from Forms 990 and 990-AR filed with IRS for 1970. For each entry, an attempt is made to include name, address, principal officer, net worth, total expenditures, chief field of interest and largest grant recipient. Special attention is given to grants for education.

Huber, John Parker, ed.
A Directory of Private Foundations in the State of New Hampshire. Willimantic, Connecticut: Eastern Connecticut State College Foundation, 1973. (Address orders to P.O. Box 431, Willimantic, Connecticut 06226)
Price: $3.00

Includes 250 foundations, with data from Forms 990 and 990-AR filed with IRS for 1971. For each entry, an attempt is made to include name, address, principal officer and trustees, net worth, expenditure, chief fields of interest, number of grants, total amount, and names of largest and smallest grant recipients, with amounts. Indexed by (1) city or town, (2) interest categories, (3) net worth, (4) value of grants in the year of record.

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Mills, Virgil D., ed.
Directory of Foundations and Charitable Trusts Registered in Oregon. Portland, Oregon: Department of Justice, State of Oregon, 1973. (Address orders to Registrar of Charitable Trusts, Department of Justice, 555 State Office Building, 1400 S.W. Fifth Avenue, Portland, Oregon 97201)
Price: $5.00

A list of 331 foundations and trusts, many of which are small, and nearly half of which have student aid as a chief or sole purpose. Organized alphabetically. Provides information as to: name, address, statement of purpose, dollar amount of total assets and grants for a reporting year (usually 1972), and one or more officers or trustees, with titles.

A Report of Minnesota Foundations—1973.
Minneapolis: Foundation Services, Inc., 1973.

SECTION II: GOVERNMENT AGENCIES

Aroeste, Jean L., ed.
Annual Register of Grant Support. Chicago: Marquis Who's Who, Inc., issued annually. (Address orders to 200 East Ohio Street, Chicago, Illinois 60611)
Price: $47.50

Contains information about government and private funding sources and a wide variety of grant support programs. Support programs are divided into areas of principal interest. Each entry describing a grant program indicates grantor name, type of grant support, purpose, eligibility, financial data, duration, application information, deadline, address, and any special stipulations. Indexed by subject, organization, and area.

Catalog of Federal Domestic Assistance. Washington: U.S. Government Printing Office, issued annually. (Address orders to Superintendent of Documents, GPO Book Store, 1421 Federal Building, Denver, Colorado 80202)
Price: $7.00

Describes Office of Education programs, among many others.

Catalog of Federal Educational Assistance Programs: An Indexed Guide to the Federal Government's Programs Offering Educational Benefits to the American People. Washington: U.S. Government Printing Office, 1972. (Address orders to Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402; Stock number: 1780-01095)
Price: $3.25

Composed of brief descriptions of, and extensive indexes to, federal educational programs, including those outside the Office of Education. For each program, describes specific type of assistance provided, purpose for which it is available, who may apply and how to apply, and officers to contact for additional information.

Grant Development Digest. (Issued 12 times a year by the Grant Development Institute. Address orders to 2140 South Holly, Denver, Colorado 80222)
Annual Subscription: $5.00; first year free with order of *A Comprehensive Guide to Successful Grantsmanship*

Guide to OE-Administered Programs, Fiscal Year 1974. Washington, U.S. Government Printing Office, n.d.
(A single copy available free on request to *American Education*, P.O. Box 9000, Alexandria, Virginia 22304)

Contains information on over 100 Office of Education programs, including type of assistance, authorizing legislation, purpose, appropriation (in dollars), who may apply and where to apply.

Hill, William.
A Comprehensive Guide to Successful Grantsmanship. Littleton, Colorado: Grant Development Institute, 1972. (Address orders to 2140 South Holly, Denver, Colorado 80222)
Price: $24.00 if check sent with order; $26.50 if recipient is billed

Includes information on the entire grant-seeking procedure, from formulation of idea through proposal writing to presentation of proposal. Discusses funding strategies for foundations and government agencies. Contains bibliography and checklist of addresses.

Messinger, Gary E., Feldman, Ray B., and Wellington, Robert R.
The Fund-Raiser's Tool Box. Monterey, California: D'Angelo Publishing Company, n.d.

The book's subtitle indicates its intent: "How to Get a Grant, How to Raise Money in Your Community, and How the Pro's Do It." The book is written for the layman, and in particular for "small and medium-sized organizations that cannot afford professional fees." It contains sections on planning, methods of accounting, laws with regard to fund-raising, sources of gifts, foundations, government grants, and individual and corporate donors, as well as specific areas such as direct solicitation of large gifts, door-to-door solicitation, direct mail, bequests, and one-time events.

Rowland, Howard S. and Wing, Richard L.
Federal Aid for Schools, 1970 Guide. New York: Macmillan Company, 1970.

Discusses federal aid programs for schools, including programs outside the Office of Education. Information keyed to school functions, (curriculum, health, etc.). Includes step-by-step procedures for obtaining federal aid and for writing proposals. Many appendices.

U.S. Department of Health, Education, and Welfare.
HEW Catalog of Assistance: Programs Providing Financial Support and Services to States, Communities, Organizations, Individuals. Washington, D.C.: Government Printing Office, 1973.
Price: $2.00

Describes the full range of HEW programs, including those in the field of education.

SECTION III: PROPOSAL WRITING

Dermer, Joseph.
How to Write Successful Foundation Presentations. New York: Public Service Materials Center, 1974. (Address orders to 355 Lexington Avenue, New York, New York 10017)
Price: $8.95

Hall, Mary.
Developing Skills in Proposal Writing. Corvallis, Oregon: Oregon State System of Higher Education, Office of Federal Relations, 1971.

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Hill, William J.
Grant Writing Made Easy. Denver: Grant Development Institute, 1973. (Address orders to 2140 South Holly, Denver, Colorado 80222)
Price: $3.50; free with order of *A Comprehensive Guide to Successful Grantsmanship*

SECTION IV: FUND RAISING

Humphries, H. R.
Fund Raising for Small Charities and Organizations. West Pomfret, Vermont: David & Charles (Publishers) Ltd., 1972.

Liebert, Edwin R. and Sheldon, Bernice E.
Handbook of Special Events for Nonprofit Organizations: Tested Ideas for Fund Raising and Public Relations. New York: Association Press, 1972.
Includes discussion of basic planning for and timing of special events, with suggestions for public relations and use of volunteers.

Messinger, Gary E., Feldman, Ray B., and Wellington, Robert R.
The Fund-Raiser's Tool Box. Monterey, California: D'Angelo Publishing Company, n.d.
The book's subtitle indicates its intent: "How to Get a Grant, How to Raise Money in Your Community, and How the Pro's Do It." The book is written for the layman, and in particular for "small and medium-sized organizations that cannot afford professional fees." It contains sections on planning, methods of accounting, laws with regard to fund-raising, sources of gifts, foundations, government grants, and individual and corporate donors, as well as specific areas such as direct solicitation of large gifts, door-to-door solicitation, direct mail, bequests, and one-time events.

Mirkin, Howard R.
The Complete Fund Raising Guide. New York: Public Service Materials Center, 1972.
Price: $12.50

Seymour, Harold J.
Designs for Fund-Raising: Principles, Patterns, Techniques. New York: McGraw-Hill Book Company, 1966.
Includes information about fund-raising background, campaign procedures, special aspects of fund raising, and professional help.

Sproull, Lee.
"Money. . . You *Can* Get It." *Learning Magazine*. May, 1973, pp. 12-13.
Brief article describing funding strategies for small local education projects. Discusses proposals to small foundations and service clubs, and funding and support from colleges and universities.

SECTION V: BIBLIOGRAPHIES

Useful bibliographies may be found in the following publications:

The Foundation Center Information Quarterly. (Issued four times a year by the Council on Foundations, Inc. Address orders to Columbia University Press, 136 South Broadway, Irvington, New York 10533)
Subscription: $7.50 per year

Hill, William.
A Comprehensive Guide to Successful Grantsmanship. Littleton, Colorado: Grant Development Institute, 1972. (Address orders to 2140 South Holly, Denver, Colorado 80222)
Price: $24.00 if check sent with order; $26.50 if recipient is billed

Taft, J. Richard.
Understanding Foundations: Dimensions in Fund Raising. New York: McGraw-Hill Book Company, 1967.

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